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ABSTRACT

This course of study for the dietitian aide is one of a series available for use by teacher-coordinators and students in Grade 11 and 12 home economics cooperative education programs. Based on job analysis interviews with health care facilities personnel, this course was prepared by teachers and Instructional Materials Center staff, field-tested, and revised prior to publication. Intended for teacher use in course planning or for independent study by students, the course outline relates tasks to general objectives and competencies needed to perform effectively on the job. Contents consist of four main sections: Instructional Materials for Students, Answer Sheets for Instructional Materials Study Questions, Unit Tests, and Answer Keys for Unit Tests. Unit topics are: (1) What is a Dietitian Aide? (2) Dietitian Aide: A Member of the Dietary Team, (3) Diet Therapy, (4) Dietary Food Service Equipment, (5) Techniques of Food Preparation, (6) Fundamentals of Food Service Procedures, (7) Safety Precautions, (8) Sanitation, and (9) Basic Skills in Management. Units give tasks, objectives, questions, references, and assignments. A bibliography is included. (AW)

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DIETITIAN AIDE

Materials Prepared
by

Home Economics Instructional Materials Center
Texas Tech University

Issued
by

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School of Home Economics
Department of
Home Economics Education
Lubbock, Texas

in
cooperation
with

Texas Education Agency
Department of Vocational
and Adult Education
Division of Homemaking Education
Austin, Texas

September, 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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DESCRIPTION OF HOME ECONOMICS INSTRUCTIONAL MATERIALS CENTER

The Home Economics Instructional Materials Center was established September 1, 1967, as a continuing project. It is a cooperative project between the Division of Homemaking Education, Texas Education Agency and the School of Home Economics, Home Economics Education Department, Texas Tech University at Lubbock, Texas. The purpose of the Center is to develop a variety of instructional materials for use in vocational home economics programs.

An initial Planning Grant Project was approved by the Texas Education Agency for February 1 through August 31, 1967. The major purposes of the Planning Grant Project were (1) to assemble and catalog an occupational reference library, (2) to develop procedural steps for preparation of instructional materials, and (3) to illustrate the first sequence of these steps, that is, to develop job analyses and to list competencies needed for employability of students. This project provided a background of information for the establishment of the Home Economics Instructional Materials Center.

The present major objectives of the Home Economics Instructional Materials Center are (1) to develop a variety of instructional materials designed for use by students enrolled in home economics cooperative education programs and in pre-employment laboratory education programs in preparation for employment in occupations requiring home economics knowledge and skills and (2) to develop such other instructional materials as are needed to meet the changing emphases in other home economics programs.

Acknowledgment is given to:

Miss Louise Keller, former Consultant in Job Training, U.S. Office of Education, who directed the Planning Grant phase of the project.

Miss Rua Van Horn, former Regional Home Economics Supervisor, U.S. Office of Education, who served as consultant during the Planning Grant.

Mrs. Elizabeth Smith, Director, Division of Homemaking Education, Texas Education Agency, and Dr. L. Ann Buntin, former Chairman, Department of Home Economics Education, Texas Tech University, who conceived the original plan for establishing the Center.

Dr. Camille G. Bell, current Chairman, Department of Home Economics Education, and Dr. Willa Vaughn Tinsley, Dean, School of Home Economics, Texas Tech University, who continue to serve in an advisory capacity.

Barbara Clawson, Director
Home Economics Instructional
Materials Center

Thelma Whigham, Assistant Director
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Materials Center

MEMORANDUM

TO: The ERIC Clearinghouse on Vocational and Technical Education
The Ohio State University
980 Kinnear Road
Columbus, Ohio 43212

FROM: (Person) Elizabeth F. Smith (Agency) Director, Homemaking Education, Texas Education Agency

(Address) Capitol Station, Austin, Texas 78711

DATE: November 25, 1969

RE: (Author, Title, Publisher, Date) Home Economics Instructional Materials Center, Dietitian Aide, (Revised), September 1969

Supplementary Information on Instructional Material

Provide information below which is not included in the publication. Mark N/A in each blank for which information is not available or not applicable. Mark P when information is included in the publication. See reverse side for further instructions.

(1) Source of Available Copies:
Agency Home Economics Instructional Materials Center (ONLY)
Address P.O. Box 4067, Texas Tech University, Lubbock, Texas 79409
Limitation on Available Copies ______ Price/Unit Teacher's Edition $10.00
Student Edition $6.50

(2) Means Used to Develop Material:
Development Group Advisory committee, experienced teachers, and HEIMC staff
Level of Group State
Method of Design, Testing, and Trial Designed by Center staff following a job survey, tested in 24 schools, revised, and printed.

(3) Utilization of Material:
Appropriate School Setting High school
Type of Program Home economics cooperative education high school class
Occupational Focus Occupational cluster
Geographic Adaptability United States
Uses of Material Course planning (teacher) Independent study (student)
Users of Material Teachers and students

(4) Requirements for Using Material:
Teacher Competency Home Economics teacher
Student Selection Criteria Junior or Senior in high school; male or female; enrolled in home economics gainful employment programs
Time Allotment Varies with individual student--planned for two semesters when supplemented with job orientation information.
Supplemental Media --
Necessary X
Desirable ______ (Check Which)

Describe A list of required books and pamphlets is included in the Course of Study. Sources and addresses vary for the publications.
Source (agency)
(address)

COURSE OF STUDY
FOR
DIETITIAN AIDE

This Course of Study is one of a series available to assist teacher-coordinators in promoting and/or teaching home economics cooperative education programs. It was used experimentally in twenty-four schools in Texas during 1968. This publication represents a revision based on the information gained from both teacher-coordinators and students in these twenty-four schools through a variety of evaluation instruments. Other Courses of Study in the series are:

- Child Care Aide
- Clothing Assistant
- Food Service Employee
- Home Furnishings Aide
- Housekeeping Management Assistant

A Course of Study consists of (1) an overview and job description, (2) a job analysis, (3) a course outline, (4) instructional materials for student use, (5) unit tests, and (6) a list of references required for use with the instructional materials.

The Course of Study for Dietitian Aide is based on the job analysis included in this set of materials. The job analysis was developed from interviews with employers and/or employees in hospitals, nursing homes, and other health care facilities. The proposed course outline for teacher use (which grew out of the job analysis) served as a guide for writing the instructional materials for student use. During the process of developing the course outline, advisory committee meetings were held to review and edit the working materials. Experienced home economics cooperative education teacher-coordinators and subject matter specialists aided in writing the student materials.

The job analysis may be used in interviews with employers and/or employees to survey the tasks performed by entry level employees in this occupation in a particular community. Results of the interviews could then be used as a basis for writing the training plans for each student.

The proposed course outline relates the tasks to the general objectives and competencies needed by students to perform effectively on the job. The competencies listed as "abilities" are to be gained primarily from on-the-job training while those listed as "understandings" are to be gained from classroom experiences.

The student instructional materials included as Section A in this Course of Study have been written to provide part of the classroom instruction and are designed to give students an increased understanding of the tasks they perform on the job. This section is also bound separately for student use.

Since students in a given class are employed in a variety of occupations, the instructional materials have been developed in such a manner that they may be used for individual study with a minimum of assistance from the teacher-coordinator. The materials are designed so students may begin with any unit. It is not necessary for them to go through the units in a particular order. They may wish to begin with the units most closely related to their jobs and then go back and study the rest of the information.

Each topic of the instructional materials begins with the task to which the topic is related and a statement of behavioral objectives. For some topics, information sheets are provided and for other topics reading assignments in related texts and pamphlets are made. Study questions and/or assignments follow the information sheet for each topic. The study questions provide an opportunity for the student to check his understanding of the information presented. The teacher-coordinator may wish to check the answers to the questions, or she may suggest that the student check his own work and then turn the work in to her.

Answers to study questions are included in Section B of the Course of Study, but they are not in the separately bound student copy of instructional materials. The special assignments, included with some topics, are also repeated on the answer sheets to remind the teacher-coordinator to check the student's progress in completing them.

Unit tests are provided in Section C and answer keys in Section D of the teacher's copy of the Course of Study. These sections are not included in the separately bound student copy of instructional materials.

Reference materials which are essential for use with the Course of Study are listed on page E-1. Copies of the books and pamphlets listed must be secured and made available for student use. An effort has been made to select references which will adequately cover the materials and provide up-to-date information related to the job.

The sources listed in the complete bibliography following the Course Units were used in developing the entire Course of Study. These materials are not required references for student use.

ACKNOWLEDGMENTS

This Course of Study for Dietitian Aides, prepared by the Home Economics Instructional Materials Center at Texas Tech University, is the result of the combined efforts and ideas of many people, namely:

Mrs. Sue Day, Abilene, Texas, and Mrs. Dorothy Maloy, Midland, Texas, Home Economics Cooperative Education Teacher-Coordinators, who spent one month at the Center helping with the writing of the Dietitian Aide instructional materials.

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OVERVIEW

DIETITIAN AIDE

The occupation of dietitian aide (or dietary aide) is suggested for the student who has an interest in the food services related to patient care. To be successful, the student should be able to exercise judgment and initiative in assuming a variety of tasks in the dietary department; be courteous and tactful in dealing with patients, nursing staff, and other personnel; and practice safe, sanitary work habits, and personal hygiene. It is recommended that students selected for home economics cooperative education as a dietitian aide should have acquired some basic knowledge and developed some skills in food preparation and service through previous enrollment for a minimum of one year in comprehensive vocational homemaking or two semesters of food and nutrition oriented classes.

The dietitian aide works under the supervision of a qualified dietitian in a hospital or nursing home or may be under the direction of a tray line or food service supervisor who is regularly advised by a consultant dietitian. The dietitian aide prepares and delivers food trays to patients, performing any combination of the following duties: prepares trays by placing on them such items as silver, fruit juice, sugar, cream, milk, and butter; fills vacuum bottles or serving pots with hot beverage; apportions food servings according to diet lists; places serving of food in blender to prepare for soft or liquid diets; examines filled trays for completeness and places on cart or dumb-waiter; pushes cart to halls or ward kitchens at nursing station; serves tray to patients; collects empty trays and dishes and returns them on cart to kitchen; cleans work area, tables, and cabinets.

At the entry level, the dietitian aide performs the less complicated tasks involved in patient tray service. With additional experience and training (post-high school), the dietitian aide may assume managerial and/or supervisory responsibilities in the dietary department.

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NAME OF FACILITY________________________ DATE__________________________

PERSON INTERVIEWED______________________ INTERVIEWER___________________

DIETITIAN AIDE JOB ANALYSIS

(Used in interviews with dietitians, supervisors, and administrators of dietary services in hospitals, nursing homes, and other health care facilities.)

DIRECTIONS: Please check the responsibilities or tasks that a dietitian aide frequently performs. In the column marked "Comments," make any notations you feel will clarify procedures used in this facility.

TASKS	COMMENTS
_____ 1. Observes policies of the establishment concerning work schedules, absences, and health regulations	
_____ 2. Accepts instruction and guidance from supervisory personnel	
_____ 3. Works as a member of the dietary team, rotating job responsibilities as outlined by supervisory personnel	
_____ 4. Helps other employees when own job is completed	
_____ 5. Helps to evaluate own progress in meeting job responsibilities	
_____ 6. Works with speed in performing assigned tasks	

TASKS	COMMENTS
_____ 7. Meets deadlines, adhering to mealtime schedules	
_____ 8. Follows diet instructions when filling plates and trays for general and modified diets	
_____ 9. Uses, cares for, and safely operates dietary food service equipment	
_____ 10. Selects proper hand utensils for particular food preparation tasks	
_____ 11. Weighs and measures food	
_____ 12. Reads recipes and knows terminology, abbreviations, substitutions, and equivalents used in food preparation	
_____ 13. Prepares some food items, such as toast, milkshakes, simple desserts, salads, and diet supplements	
_____ 14. Prepares late trays and nourishments	
_____ 15. Serves food from portable cart or tray assembly line	
_____ 16. Helps keep equipment in its proper place before and after mealtime	
_____ 17. Performs or aids others in dining room services	
_____ 18. Assists in setting up tray assembly line for serving of trays	

TASKS	COMMENTS
_____ 19. Prepares items, such as silverware, napkins, and glassware for tray assembly line	
_____ 20. Examines filled trays for conformance with menu and diet regulations	
_____ 21. Designates trays with name and room number for delivery to patients	
_____ 22. Places food on portable cart and on trays in such a way that foods remain at correct temperature	
_____ 23. Carries loaded trays or pushes serving cart between kitchen and serving areas	
_____ 24. Delivers loaded food carts and trays to patient areas, nursing stations, or dining rooms	
_____ 25. Picks up food carts and empty trays from patient areas, nursing stations, or dining rooms	
_____ 26. Uses precautions necessary to avoid accidents in food service area	
_____ 27. Keep work area clean and wipes spilled food or liquid as soon as possible	
_____ 28. Uses sanitary procedures in handling food, supplies, and equipment	

TASKS	COMMENTS
_____ 29. Places used and soiled items in specified locations	
_____ 30. Follows federal, state, city, and county sanitation codes	
_____ 31. Assists in management of dietary office	
_____ 32. Makes tabulations for the number of general and therapeutic diets to be prepared and assembled for meals	

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Lubbock, Texas

PROPOSED COURSE OUTLINE FOR DIETITIAN AIDE BASED ON FINDINGS OF JOB ANALYSIS

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will:
	UNIT I - What is a Dietitian Aide?	Become familiar with tasks and competencies involved in working as a dietitian aide Evaluate self in terms of contribution an aide can make toward maintaining high quality dietary service Develop a sensitivity to the problems resulting from the infirmities of aging and illness that influence dietary service
Observes policies of the establishment concerning work schedules, absences, and health regulations Accepts instruction and guidance from supervisory personnel	UNIT II - Dietitian Aide: A Member of the Dietary Team	Recognize the contribution of dietary services to the overall operation of hospitals or nursing homes Perceive the responsibilities of dietitian aide in coordination with dietary and nursing staff

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will:
Works as a member of the dietary team, rotating job responsibilities as outlined by supervisory personnel Helps other employees when own job is completed Helps to evaluate own progress in meeting job responsibilities Works with speed in performing assigned tasks Meets deadlines, adhering to mealtime schedules		Apply policies and rules of conduct to her particular job Describe attitudes toward interpersonal relationships (employer-employee, employee-employee) which are conducive to job success Evaluate own work habits and plan for self-improvement Apply principles of motion economy to tasks performed on the job
Follows diet instructions when filling plates and trays for general and modified diets	UNIT III - Diet Therapy	Evaluate personal food habits Plan menus for the most commonly used therapeutic diets
Uses, cares for, and safely operates dietary food service equipment Selects proper hand utensils for particular food preparation tasks Weighs and measures food	UNIT IV - Dietary Food Service Equipment	Identify functions of equipment and utensils generally found in dietary food service Outline correct procedures for use of dietary food service equipment Describe safety measures to observe when using and caring for equipment

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will:
Reads recipes and knows terminology, abbreviations, substitutions, and equivalents used in food preparation Prepares some food items, such as toast, milkshakes, simple desserts, salads, and diet supplements Prepares late trays and nourishments Serves food from portable cart or tray assembly line Helps keep equipment in its proper place before and after mealtime	UNIT V - Techniques of Food Preparation	Interpret terms, abbreviations, equivalents, and substitutions used in recipes Describe procedures to follow in the preparation and service of certain general and therapeutic diet foods Evaluate foods prepared in terms of characteristics of standard products
Performs or aids others in dining room services Assists in setting up tray assembly line for serving of trays	UNIT VI - Fundamentals of Food Service Procedures	Recognize value of attractive and orderly dining room service or tray service for patients Apply techniques of work simplification to tray line assembly

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will:
Prepares items, such as silverware, napkins, and glassware for tray assembly line		Recognize importance of efficiency and accuracy in the serving of food to patients and residents
Examines filled trays for conformance with menu and diet regulations		
Designates trays with name and room number for delivery to patients		
Places food on portable cart and on trays in such a way that foods remain at correct temperature		
Carries loaded trays or pushes serving cart between kitchen and serving areas		
Delivers loaded food carts and trays to patient areas, nursing stations, or dining rooms		
Picks up food carts and empty trays from patient areas, nursing stations, or dining rooms		
Uses precautions necessary to avoid accidents in food service area	UNIT VII - Safety Precautions	Recognize necessity of good housekeeping and maintenance practices

TASKS PERFORMED AS DETERMINED BY JOB ANALYSIS	COURSE OUTLINE	GENERAL OBJECTIVES The trainee will:
Uses sanitary procedures in handling food, supplies, and equipment Places used and soiled items in specified locations Follows federal, state, city, and county sanitation codes	UNIT VIII - Sanitation	Apply the principles of sanitation as they relate to the handling and storing of food, equipment, and utensils Recognize the need for special care of left-over food and dishes from isolation ward Evaluate personal practices in relation to principles of sanitation
Assists in management of dietary office Makes tabulations for the number of general and therapeutic diets to be prepared and assembled for meals	UNIT IX - Basic Skills in Management	Develop competency in establishing techniques for relationships with staff, patients, and visitors Perform routine tasks accurately and efficiently

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COURSE UNIT I

WHAT IS A DIETITIAN AIDE?

OBJECTIVE(S): Become familiar with tasks and competencies involved in working as a dietitian aide

Evaluate self in terms of contribution an aide can make toward maintaining high quality dietary service

Develop a sensitivity to the problems resulting from the infirmities of aging and illness that influence dietary service

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
	Relate job responsibilities to own personal qualities and to the type of dietary food service facility	Qualities necessary for persons assuming responsibilities of dietitian aide Types of food service facilities in nursing homes, hospitals, and other related health care institutions
	Exercise judgment and initiative in dealing with patients' dietary problems	Human needs of sick and/or aging patients which require understanding and patience in providing adequate dietary services

UNIT I (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
		Welfare of patient being primary concern of dietary staff Relationship between psychological needs of patient and his reactions toward food

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COURSE UNIT II

DIETITIAN AIDE: A MEMBER OF THE DIETARY TEAM

OBJECTIVE(S): Recognize the contribution of dietary services to the overall operation of hospitals or nursing homes

Perceive the responsibilities of a dietitian aide in coordination with dietary and nursing staff

Apply policies and rules of conduct to her particular job

Describe attitudes toward interpersonal relationships (employer-employee, employee-employee) which are conducive to job success

Evaluate own work habits and plan for self-improvement

Apply principles of motion economy to tasks performed on the job

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Observes policies of the establishment concerning work schedules, absences, and health regulations	Adhere to established work standards and laws concerning dietary food services	Federal laws affecting dietary personnel Policies and regulations governing dietary food service standards

TASKS	ABILITY TO:	UNDERSTANDING OF:
	Interpret procedures in personnel manual in relation to own duties	Types of dietary department schedules
		Use of split and/or staggered shifts in maintaining required department hours
		Regulations governing absences
Accepts instruction and guidance from supervising personnel	Accept and follow directions and instruction from persons in authority	Attitudes which contribute to effective employer-employee relationships
Works as a member of the dietary team, rotating job responsibilities as outlined by supervisory personnel	Function as a member of the entire health care team	Organizational pattern of nursing home and hospital personnel
	Function in a variety of job responsibilities related to dietary services	The importance of flexibility, courtesy, and tact when dealing with patients, nursing staff, and other personnel
Helps other employees when own job is completed	Assist other members of the staff	Necessity of working cooperatively with other employees
Helps to evaluate own progress in meeting job responsibilities	Evaluate progress in meeting responsibilities	Importance of self-evaluation
		Criteria for evaluating job performance
		Ways to use these criteria to evaluate personal progress in meeting job requirements

UNIT II (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
Works with speed in performing assigned tasks	Work efficiently, using time and energy saving techniques	Methods of work simplification which promote productivity
Meets deadlines, adhering to mealtime schedules	Schedule work to have food ready for serving at predetermined times	Ways of planning and preparing for meal service which enable completion of responsibilities at a given time
	Follow a schedule of instructions and complete work in an allotted amount of time	

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COURSE UNIT III

DIET THERAPY

OBJECTIVE(S): Evaluate personal food habits

Plan menus for the most commonly used therapeutic diets

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Follows diet instructions when filling plates and trays for general and modified diets	Read and follow instructions on a diet card when filling trays	Food nutrients and their functions in the body in relation to good health Diet terminology Kinds of diets and diet supplements: soft, liquid, controlled calorie, restricted calorie, bland, low sodium, diabetic, and fat restricted

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COURSE UNIT IV

DIETARY FOOD SERVICE EQUIPMENT

OBJECTIVE(S): Identify functions of equipment and utensils generally found in dietary food service

Outline correct procedures for use of dietary food service equipment

Describe safety measures to observe when using and caring for equipment

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Uses, cares for, and safely operates dietary food service equipment: 1. blender 2. meat slicer 3. mixer 4. food chopper 5. coffee urn 6. small electric toaster 7. conveyor toaster 8. refrigerator 9. cold food server 10. steam table 11. ranges	Select and use appropriate equipment for food preparation tasks Practice safe techniques to avoid injury and accidents	Procedures for using dietary food service equipment Proper care for each appliance and piece of equipment Appropriate methods of handling equipment to avoid injury and damage

UNIT IV (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
Selects proper hand utensils for particular food preparation tasks: 12. knives 13. hand utensils 14. dippers 15. measuring utensils and scales		Appropriate utensils to use for different food preparation tasks
Weighs and measures foods	Use standard weights and measures in preparing and serving food	Importance of using standard weights and measures in preparing foods Use of dippers in serving a specified number and size of portions

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COURSE UNIT V

TECHNIQUES OF FOOD PREPARATION

OBJECTIVE(S): Interpret terms, abbreviations, equivalents, and substitutions used in recipes

Describe procedures to follow in the preparation and service of certain general and therapeutic diet foods

Evaluate foods prepared in terms of characteristics of standard products

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Reads recipes and knows terminology, abbreviations, substitutions, and equivalents used in food preparation	Follow recipe accurately	Terminology, abbreviations, substitutions and equivalents used in recipes Use of standard recipe Importance of following standard procedures when using a recipe
Prepares some food items for tray assembly line, such as toast, milkshakes, simple desserts, salads, and diet supplements	Prepare food efficiently and quickly without reducing texture, color, appearance, and nutrition	Quality standards for preparation of simple food items

UNIT V (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
		Kinds of fruits and vegetables for salads and how to handle them properly
Prepares late trays and nourishments	Follows instructions for filling late trays and preparing nourishments	Procedure for preparation of Sustagen Care to be given food served on late trays
Serves food from portable cart or tray assembly line	Serve patients' trays accurately, arranging food attractively on plate	Necessity of accurately portioning foods and arranging them attractively
Helps keep equipment in its proper place before and after mealtime	Store equipment next to place of use	Appropriate and time-saving techniques of storing equipment and supplies

COURSE UNIT VI

FUNDAMENTALS OF FOOD SERVICE PROCEDURES

OBJECTIVE(S): Recognize value of attractive and orderly dining room service or tray service for patients

Apply techniques of work simplification to tray line assembly

Recognize importance of efficiency and accuracy in the serving of food to patients and residents

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Performs or aids others in carrying out dining room services	Assist in procedures needed for dining room services	Methods used in dining room service in nursing homes Advantages and disadvantages of various methods of food service used in nursing homes
Assists in setting up assembly line for serving	Set up assembly line according to type of service used in health care facility	Duties on tray line assembly Relationship of assembly line timing to service of quality foods

UNIT VI (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
	Set up assembly line according to kinds of foods being served	Relationship of methods of work simplification to efficient tray assembly
Prepares items, such as silverware, napkins, and glassware, for tray assembly line		Items to be included on each tray
		Importance of carefully following instructions on diet cards
Examines filled trays for conformance with menu and diet regulations	Examine trays for completeness according to a prescribed manner	Importance of scanning trays to make sure that all trays contain the specified portions to meet the qualifications and standards of the menu
Designates trays with name and room number for delivery to patients	Follow directions and designate tray to go to each patient's room	Information to be included on tray cards
Places food on portable cart and on trays in such a way that foods remain at correct temperatures	Place food in cart efficiently in order to retain nutrients and quality	Steps to follow in serving and maintaining foods at correct temperatures
Carries loaded trays or pushes loaded serving cart between kitchen and serving area	Use work simplification techniques when performing this task	Types of food distribution procedures (centralized versus decentralized)
		Functions of serving carts as an aid to efficient work methods

UNIT VI (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
Delivers loaded food carts and trays to patient areas, nursing stations, or dining rooms	Push cart or carry trays quietly using time and energy saving techniques	Efficient methods of loading and carrying trays
Picks up food carts and empty trays from patient area, nursing stations, or dining rooms	Deliver trays and remove them from patients' rooms or nursing stations in a gracious, tactful manner	Importance of tactful, quiet, and efficient methods in the performance of tasks

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COURSE UNIT VII

SAFETY PRECAUTIONS

OBJECTIVE(S): Recognize necessity of good housekeeping and maintenance practices

Apply the principles of safety as they relate to the handling and storing of food, equipment, and utensils

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Uses precautions necessary to avoid accidents in food service area	Be alert to hazardous situations	Hazards associated with dietary food service operations
Keeps work area clean and wipes up spilled food or liquid as soon as possible	Practice safety techniques and procedures	Reasons accidents occur and necessity of being constantly alert to hazardous situations

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COURSE UNIT VIII

TECHNIQUES OF MAINTENANCE, SANITATION, AND SAFETY FOR DIETARY FOOD SERVICE

OBJECTIVE(S): Apply the principles of sanitation as they relate to the handling and storing of food, equipment, and utensils

Recognize the need for special care of left-over food and dishes from isolation ward

Evaluate personal practices in relation to principles of sanitation

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Uses sanitary procedures in handling food, supplies, and equipment	Use judgment in handling food, equipment, and supplies in a sanitary manner	Types of food-borne illnesses
	Wash dishes and equipment following rules of sanitation	Ways disease and food-borne illnesses may be spread to patients and employees through careless handling of contaminated utensils, equipment, and left-over food
		Procedures to follow to prevent food-borne illnesses

UNIT VIII (Continued)

TASKS	ABILITY TO:	UNDERSTANDING OF:
		Necessity for evaluation of personal habits related to cleanliness and sanitation
Places used and soiled items in specified locations	Maintain sanitary conditions by placing soiled items in their proper places	Procedures to follow in cleaning and sanitizing dishes and equipment
		Proper methods of handling supplies and equipment to reduce contamination
		Care to given foods and dishes returned from isolation ward
Follows federal, state, city, and county sanitation codes	Observe sanitation codes	Federal and state sanitary requirements for dietary operations

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COURSE UNIT IX

BASIC SKILLS IN MANAGEMENT

OBJECTIVE(S): Develop competency in establishing techniques for relationship with staff, patients, and visitors

Perform routine tasks accurately and efficiently

TASKS	COMPETENCIES NEEDED TO PERFORM TASKS IN TERMS OF	
	ABILITY TO:	UNDERSTANDING OF:
Assists in management of dietary office	Assist in keeping files and inventories	Basic techniques of filing and inventory procedures
	Answer telephone, taking diet orders and instructions	Telephone etiquette
	Receive visitors and provide information	Importance of good public relations in the dietary department
	Obtain dietary changes from the nursing department	Procedure to follow when dietary changes are ordered by the doctor
Makes tabulations for the number of general and therapeutic diets to be prepared and assembled for meals	Keep records of meals served	Necessity for an accurate count of meals served

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INSTRUCTIONAL MATERIALS
FOR
STUDENTS

Home Economics
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Lubbock, Texas

WHAT IS A COURSE OF STUDY?

INTRODUCTION TO STUDENTS

Betsy: What's this new Course of Study we're going to be using in our HECE (Home Economics Cooperative Education) class all about? The cover looks great, but I don't know about what's inside.

Kathy: I think it's going to be a big help to us both in class and on our jobs. We'll use it in class on the days when we're supposed to study about our particular jobs.

Betsy: That should help, I guess. What do we do--start at the beginning and go clear through it?

Kathy: Not necessarily. It's divided into units and topics related to tasks we might perform on our jobs. After going through the first unit we can skip to any unit we want to that has something to do with our job.

Betsy: You mean I don't have to go through all of it? That sounds great!

Kathy: Well, since jobs vary so much and the authors tried to include information for different kinds of jobs, there may be some units that won't apply to us right now. But I think it helps to know what else is going on where we work or what some of the other job opportunities are. The more we know, the more successful we'll be on our jobs and the better chance we'll have to get a job somewhere else if we move away from here.

Betsy: I suppose you're right about that. Besides, I noticed some units, like the one on diets that would apply in one way or another to everyone employed as a dietitian aide.

Now I have another question. I saw references listed at the beginning of some of the topics. Do we have to read those? Isn't the same information in the Course of Study?

Kathy: No, the references include different information so it's important that we read them as well as what's in the Course of Study. I know it's a bother to get the references sometimes, but there would be no point in putting something in the Course of Study that was already in print. Besides, I've found some information that wasn't assigned in the references that was helpful to me.

Betsy: I saw questions at the end of each topic, but assignments only after some topics. What's the difference? They both sound like work to me.

Kathy: The questions are to help us see if we understand what we've read, while the assignments give us a chance to apply what we've read to our jobs. The assignments help us see how the things we've learned relate to what we do. There's no right or wrong answer to an assignment--what we do is left up to us. Any more questions?

Betsy: Not right now. I want to do well on my job and I think this Course of Study will help me. I'm ready to get started on Unit I, and then I think I'll try the Unit on equipment.

UNIT I-1

WHAT IS A DIETITIAN AIDE?

SUBJECT: Personal Characteristics

OBJECTIVE: Be able to evaluate self in terms of qualities which contribute to success as a dietitian aide

The answer to the question "What is a dietitian aide?" varies according to the place of employment. People receiving services of dietary departments may be patients in hospitals, or patients and residents in nursing homes. Therefore dietitian aides may work under the daily supervision of a dietitian in a large hospital or a part-time dietitian in a small hospital or nursing home.

Duties of dietitian aides may include wrapping items, such as glassware and silverware for tray line assembly procedures; following diet instructions when filling plates and trays for general and modified diets; preparing some food items; serving foods on tray line assembly; delivering trays or food to patients; and/or assisting in the management of the dietary office.

There are many opportunities for employment in this area for people who are interested in food service related to patient care. As the number of people in both hospitals and nursing homes increases, the demand for dietary personnel also increases. There is, at present, a great need for people who are interested in working in this type of position.

Do you think you are the kind of person who would be successful as a dietitian aide? The purpose of the following questions is to help you take a look at yourself and decide what qualities you have that are important to success as a dietitian aide. Take time to really think about these questions and be honest with yourself as you answer them.

WHAT ARE MY QUALIFICATIONS?

	MOST OF THE TIME	SOMETIMES	SELDOM
1. Do I enjoy working with people? A dietitian aide comes into contact with many different kinds of people, such as patients, nursing staff, and other food service personnel.			
2. Am I tactful and courteous in my relationships with others? People who are sick are often tense and worried and do not behave as they would under normal circumstances. The ability to handle these situations in a courteous and tactful manner is important.			
3. Am I genuinely interested in the welfare of others? A genuine concern for and interest in the patient's dietary needs, in relation to problems resulting from aging and illness, leads to greater job satisfaction.			
4. Am I always clean, neat, and well-groomed? Well-groomed employees create a feeling of confidence in services provided.			
5. Am I dependable? Tardiness or absence creates hardships for the rest of the dietary team. The ability to follow instructions and carry out the tasks assigned is essential.			
6. Am I accurate and thorough in the things I do? Even a small mistake or oversight may be harmful to the patient or elderly person.			

	MOST OF THE TIME	SOMETIMES	SELDOM
7. Do I work well with others? Successful care of patients or the aged depends on the cooperation of all members of the staff.			
8. Am I willing to take instructions from others and accept criticism? Proper instructions and constructive criticism are essential elements for improving job performance.			
9. Am I adaptable and willing to perform a variety of tasks? Teamwork and keeping on schedule are necessary factors in a dietary food service operation. Helping others who are behind schedule may be part of your job from time to time.			
10. Do I work with speed? When the food is ready to be served, speed is of utmost importance in getting it served at correct temperatures.			
11. Am I in good health? A dietitian aide spends much of her time standing, walking, stooping, reaching, lifting, and carrying equipment, pushing, and pulling food carts. Good health is extremely important for successful performance on the job.			

	MOST OF THE TIME	SOMETIMES	SELDOM
12. Do I have an interest in dietary food service? The preparing and serving of high quality food, served in an attractive manner, is especially important in hospitals and nursing homes for the aged.			
13. Am I patient? Working with patients, nursing staff, and food service personnel involves many situations in which patience and understanding are necessary.			

ASSIGNMENT:

Select one or two of the questions which you checked in the "SOMETIMES" or "SELDOM" column. Work out a plan for improving yourself in this area.

For example: Dependability

1. I will be on time for work every day.
2. I will listen to instructions more carefully to be sure to do what I am expected to do.

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UNIT I-2

WHAT IS A DIETITIAN AIDE?

SUBJECT: Dietary Problems of the Sick and Aging

OBJECTIVE: Be able to recognize characteristics and needs of aged and/or sick patients that affect eating habits

Definitions

Patient - a person who is hospitalized or who is confined to his room in a nursing home

Resident - a person in a nursing home who is ambulatory and can leave his room to eat in a dining room

Patients and residents in hospitals and nursing homes may react differently to food than they would in other circumstances. Food has many meanings. It does more than satisfy one's physical needs; it also helps to meet one's social needs. Food service in dining rooms in nursing homes provides opportunities for contact with other people and a chance to socialize. Food and understanding go together, especially for older people and those who are ill.

The resident or patient in a nursing home has many adjustments to make. It may take him some time to adjust to living in an institution. If he has a chronic illness in addition to the change in environment, he may be discouraged and depressed. This attitude is often reflected in his feelings toward eating and may result in loss of appetite.

In other instances, the resident may be lonely and feel that he is out of touch with family and friends. He is now in a situation where he is dependent on others to do things he was once able to do for himself. He may often feel that no one really cares for him and that he no longer counts. These emotional reactions may affect the eating habits of the resident in one of two ways. He may either lose interest in food and not eat enough or he may eat too much.

Additional factors influence the aging adult's eating habits. His decrease in activity may result in decreased appetite. His nutritional needs, however, are basically the same with the exception that fewer calories are required. A decrease in sensitivity to taste and smell and/or loss or impairment of teeth, making it difficult to chew, also affect the aging adult's eating habits.

It is also essential to realize that food habits are determined by national, religious, regional, and economic factors. As the person grows older, he becomes more "set" in his habits of eating in regard to these factors.

An example of the influence nationality has on the patient's eating habits is that those of Italian origin are usually fond of spaghetti, greens, and fruits, while those of German backgrounds enjoy pork and sauerkraut, pot pies, and noodles. Many examples of these differences can be pointed out in various localities in the United States.

Religious dietary customs affect the habits of many patients. Because of these customs, certain foods are not to be eaten at all, and others are to be limited on certain days and at times of fasts.

Food preferences are greatly affected by the economic status of the patient. The type of food that he is accustomed to eating is often influenced by the amount of money that has been available.

Occasionally, there are patients who reject certain foods because they feel they are not desirable. For example, an older person might refuse milk because he feels it is only for babies. Serving the rejected foods in different forms makes it possible to include these foods in the diet. For example, if milk is rejected as a beverage, it might be used in desserts or cream soups. Those who refuse salads might be given vegetables and fruits in other forms.

The patient's food plays an important role in his general well-being. Those responsible for meal planning might improve the patient's food acceptance by recognizing his food preferences and including these as often as possible in his diet. Another important reason for knowing the patient's likes and dislikes and trying to please him is to help him to know that someone cares about him. Interest shown by others may improve his appetite and his general well-being. The role of the dietary staff is therefore an extremely important one in contributing to the welfare of the patient.

QUESTIONS:

1. Food means different things to different people. What are the two basic needs that food helps to meet for nursing home patients?
2. The nursing home resident has adjustments to make to his new life there. What might some of these adjustments include?
   a.
   b.
   c.
   d.
3. In what two ways might the resident's reactions to nursing home living affect his eating habits?
4. Why does the aging person who lives in a nursing home require fewer calories than when he was younger?

5. What are four factors which influence a person's food habits?

6. Why is it important that the patient's food preferences be considered?
   a.
   b.

UNIT II-1

DIETITIAN AIDE: A MEMBER OF THE DIETARY TEAM

SUBJECT:	Laws, Policies, and Regulations
TASK:	Observes policies of the establishment concerning work schedules, absences, and health regulations
OBJECTIVES:	Be able to (1) list provisions of the laws, regulations, and policies which affect the dietitian aide (2) define reasons for dietary department schedules (3) describe policies dealing with absences

FEDERAL LAWS

Recent laws have brought nursing homes and hospitals under the Fair Labor Standards Act. These laws are designed to protect young people from long working hours, low pay, and hazardous work. The minimum age for employment is 16 except for occupations declared hazardous. (In most larger cities, a list of hazardous occupations may be obtained from the Wage and Hour and Public Contracts Division of the U.S. Department of Labor.)

The number of hours the employee in a hospital or nursing home may work is set by the U.S. Department of Labor in accordance with the Fair Labor Standards Act as amended in 1966. This act protects the dietitian aide and other dietary personnel from working an excessive number of hours. The rate of pay that the dietitian aide receives is also determined by the Fair Labor Standards Act, which now sets the minimum wage for hospitals and nursing homes. In other words, a standardized salary must be paid for certain jobs in these establishments. The dietitian aide is, therefore, protected from the employer who is unwilling to pay an adequate salary.

Pay-scale provisions are made for full-time high school students. Employers may pay a lower minimum wage if the necessary certificates are obtained. Detailed information on this requirement may be obtained from the Department of Labor, Wage and Hour and Public Contracts Division.

The employer can protect himself from unintentional violation of the minimum age provision by obtaining and keeping on file an age or employment certificate for each student employee. These are sometimes called work permits. In Texas, the certificates of age are issued by the Wage and Hour and Public Contracts Divisons. In some other states, the age certificates are issued under state child-labor laws.

Some employers require a birth certificate to verify age and birthplace of the employee. For those born in Texas, the birth certificate may be obtained for a small fee from the Bureau of Vital Statistics, State Health Department, Austin, Texas.

If a hospital or nursing home participates in the Medicare program, certain additional requirements must be met. Basic knowledge of these requirements is important to the dietitian aide so that she will be able to fulfill her role as a member of the dietary team and assist the hospital or nursing home in maintaining the established standards. In general, the requirements which may affect the dietitian aide are:

1. There must be a qualified dietitian on the staff. A person designated by the administrator is responsible for the total food service. If this person is not a qualified dietitian, regularly scheduled consultation from a qualified dietitian (or other person with suitable training) must be arranged. The dietitian must have a basic knowledge of the therapeutic diets prescribed by the attending physician.

2. There must be an adequate number of dietary employees, and their working hours must be scheduled to meet the dietary needs of the patients. Dietary services must be available for a period of 12 hours per day. Employees are trained to perform assigned duties and may rotate with other employees in assignments and shifts. Work assignments and duty schedules must be posted.

3. Personnel must be clean and neat. The dietary personnel must wear clean washable garments, hair nets or clean caps, and keep their hair and fingernails clean.

4. Personnel must have periodic health examinations to meet local, state, and federal codes. Food handlers' permits or health certificates must be current. Personnel with symptoms of communicable diseases or open, infectious wounds are not permitted to work in dietary services.

A number of additional regulations regarding the facilities, the housekeeping, and the dietary services must be observed by institutions participating in the Medicare program. Copies of these requirements may be obtained from:

U.S. Department of Health, Education, and Welfare,
Health Insurance for the Aged, Washington, D.C.

Every hospital and nursing home will have standards which should be followed, but these standards may vary in different institutions. It is the responsibility of the administration to inform the employees of the rules, regulations, and policies of the particular institution. Although many of these rules, regulations, and policies cover the entire personnel of the hospital or nursing home, some of them apply specifically to the dietary department. In this case, the head dietitian will inform the dietitian aide of the specific standards applying to that department. The dietitian aide is responsible for becoming familiar with these rules, regulations, and policies so that she may perform adequately as a member of the dietary team.

QUESTIONS:

1. Under which act do nursing homes and hospitals now come?
2. What is the purpose of work laws?
3. What is the minimum age for employment in non-hazardous occupations?
4. What pay scale provisions are made for the establishment that employs the student-learner?
5. How does the employer protect himself from unintentional violation of the minimum age law?
6. List four requirements hospitals and nursing homes must meet to be qualified for Medicare patients.
7. Why is it important that the dietitian aide understand the general requirements for institutions participating in the Medicare program?

SOCIAL SECURITY AND INCOME TAX

The dietitian aide, as well as other employees in a hospital or nursing home, must have a social security number. An application form may be obtained from the Social Security Administration office or, if desired, the form will be mailed to the applicant upon request. In smaller cities and towns where there is no Social Security Office, the application form is usually available at the post office. After the form is completed, it is sent to the nearest Social Security Administration office. In return, the Social Security Administration will send the applicant a social security card with an identifying number on it. This number is assigned permanently and cannot be changed for any reason.

The required amount of money for the social security tax will be taken out of each paycheck. The employer will match this amount with an equal amount and send both to the Department of Internal Revenue. Information on benefits derived from the payment of social security taxes may be obtained from the local Social Security Office.

Regulations require that federal income taxes be withheld from each paycheck. When an employee is hired, he is required to fill out a W-4 Form giving his name, home address, social security number, and the number of dependents he is entitled to claim as exemptions. The employer will then withhold the required amount of income tax and send it to the Department of Internal Revenue. Additional information on filing income tax returns may be obtained from the nearest Department of Internal Revenue.

QUESTIONS:

True or False:

_____1. The application form for a social security number can be obtained only at a Social Security Office.

_____2. The completed application form for a social security number may be sent to the nearest Social Security Office or the local post office.

_____3. The social security number sent to an applicant is permanent.

_____4. The employee pays the entire amount of the social security tax.

_____5. Federal income taxes are taken out of each paycheck by the employer.

_____6. A W-4 Form gives the employee's name, home address, social security number, and number of dependents.

DIETARY DEPARTMENT SCHEDULES

The main objective of the dietary department, large or small, is to get the food to the patient as quickly as possible so it will be of acceptable quality and at the proper serving temperature. Dietary department schedules must be met so that the food will be served to the patient on time. If each member of the dietary team, including the dietitian aide, completes his tasks quickly and efficiently, the objective of delivering quality food to the patient may be reached.

Dietary departments are responsible for providing three meals and additional nourishments each day. Generally, more patients are in the hospital for the noon meal; therefore, noon is a particularly busy time for hospitals. Although the number of meals served to residents and patients in nursing homes does not vary as much as in hospitals, the serving of the noon meal still requires more personnel.

The split or staggered shift helps the dietary department to supply more personnel at the time meals are being served. Shifts are also staggered or split to enable the hospital or nursing home to provide dietary services for the required number of hours of operation.

In the split shift, the bulk of time worked by each employee is scheduled for either the early morning or late afternoon hours with a block of unassigned time separating the two portions of the shift. (For example: 6:30 a.m. to 1:30 p.m., then 4:00 p.m. to 7:00 p.m.) The employee who is on a staggered shift begins work at a designated time and continues to work the required number of hours. Other employees in the same department begin and end their work shifts at different times during the day to complete the range of hours required for dietary services. (For example: employees' shifts may begin at 6:00 a.m., 7:00 a.m., 11:00 a.m., or 3:00 p.m.)

The dietitian aide will be assigned a three hour work shift during the day which will allow her to attend classes and also provide necessary on-the-job training. Her duties, as a member of the dietary team, are scheduled to coincide with the shifts of the other personnel with whom she is to work.

Absences

In the event of illness, the dietitian aide should call the dietary office as soon as possible so that a replacement may be found. Notifying the dietary office of illness enables the staff to make the necessary adjustments in the work schedule. The team member who fails to notify her supervisor or who is absent without a good reason creates ill-will and confusion in maintaining the dietary services.

A dietitian aide is expected to remain at home if she has a communicable disease or is too ill to perform her duties. Excessive absences due to illness, however, should cause the aide to examine her health habits. It is important that she has adequate rest, eats well-balanced meals, and takes the necessary precautions to be able to resist infections. The dietary team cannot be expected to save a place for a member who is absent chronically.

QUESTIONS:

1. Why is it important that dietary department schedules be met?
2. Why are split or staggered shifts sometimes necessary?
   a.
   b.
   c.
3. Under what conditions is the dietitian aide expected to be absent from work?
4. How can the dietitian aide avoid excessive illnesses?
   a.
   b.
   c.
5. If the dietitian aide is unable to be on the job, what should she do?
6. What may be the result if the dietitian aide does not call her supervisor when she is ill?

UNIT II-2

DIETITIAN AIDE: A MEMBER OF THE DIETARY TEAM

SUBJECT:	Interpersonal Relationships
TASKS:	Accepts instruction and guidance from supervising personnel Helps other employees when own job is completed Works as a member of the dietary team, rotating job responsibilities as outlined by supervisory personnel
OBJECTIVES:	Be able to (1) identify position of dietitian aide in relation to other personnel (2) examine attitudes toward employers, employees, and the job

When the dietitian aide begins work at the training station, she is on the first rung of the "world of work" ladder. Whether she falls off, remains on the same rung, or moves up to higher rungs depends largely upon her personal qualifications and interpersonal relationships with other personnel. She learns, sooner or later, that it is often easier to secure a job than to hold it and earn promotions.

If the dietitian aide wishes to be successful, it is suggested that she examine her attitudes toward her employer, her fellow workers, and the job. The relationship between these attitudes and success on the job cannot be overemphasized.

Attitude Toward Employer

An important attitude to develop is loyalty to the employer. This means that one is concerned with the services provided in the hospital or nursing home where she is employed and wants the patients and/or residents to receive the best care possible. Even though she may feel her role is insignificant, no one else is assigned her tasks, and it takes everyone working together to keep things running smoothly and to maintain a good reputation for the institution. Willingness to carry out the rules and policies of the institution, as well as tasks assigned, is part of what is involved in being loyal to an employer.

The ability to follow directions and accept suggestions and/or criticisms will help improve one's job performance. The supervisor's comments are meant to help one to do a better job, not to hurt one's feelings. There is usually a reason why tasks should be performed in a certain way. An attitude of open-mindedness is an asset on any job.

Attitude Toward Fellow Employees

Success as a dietitian aide is largely influenced by one's ability to get along with others. A friendly, sincere manner, willingness to do one's share of the work, and respect for the knowledge and skill obtained by the more experienced employees will contribute to good relationships with fellow employees.

One of the most important factors in working as a member of the dietary team is to look for jobs to do when one's tasks are completed. Helping other employees not only provides additional job experiences, but it also helps them to know that one is interested in working cooperatively with them. Flexibility is another trait which is important in working as a member of a team to provide the necessary services to the patients and/or residents. Emergencies may occur which disrupt the usual work schedule, and one may be asked to do some extra task or help someone with his job. The ability to change one's activity or line of thought quickly is part of being flexible in one's job.

Attitude Toward the Job

A dietitian's job deserves her undivided attention and her best efforts. To it she should bring a genuine interest, positive attitudes, and a good physical condition. She will then be able to deliver the high quality performance that should be her goal.

Charts I, II, and III on pages A-19, A-20, and A-21 show the position of the dietitian aide in relation to other hospital or nursing home personnel. A study of these charts should give one an understanding of the organizational pattern of hospitals and nursing homes. Avenues of communication are also indicated in the charts.

QUESTION:

1. From the above information, make a list of at least six attitudes or traits which would contribute to success as a dietitian aide.

ASSIGNMENT:

I. Draw an organization chart (similar to those on pages A-19 through A-21) for the hospital or nursing home where you are employed. With how many of the staff members do you come in contact? How does the way in which you do your job affect other staff members?

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CHART I

ORGANIZATION CHART FOR NURSING HOMES

For Illustrative Purposes Only

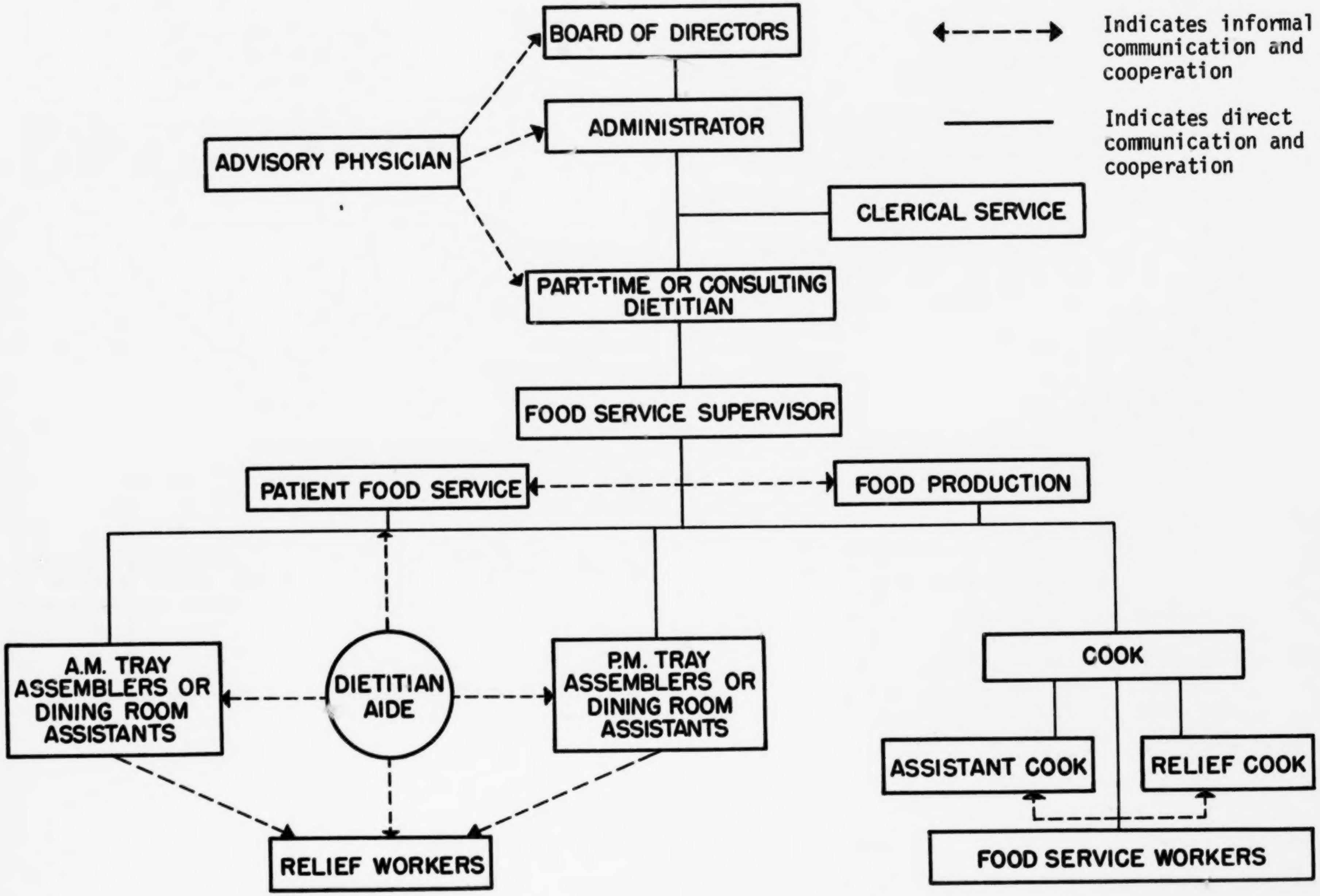
Indicates informal communication and cooperation
Indicates direct communication and cooperation
BOARD OF DIRECTORS
ADMINISTRATOR
ADVISORY PHYSICIAN
CLERICAL SERVICE
PART-TIME OR CONSULTING DIETITIAN
FOOD SERVICE SUPERVISOR
PATIENT FOOD SERVICE
FOOD PRODUCTION
A.M. TRAY ASSEMBLERS OR DINING ROOM ASSISTANTS
DIETITIAN AIDE
P.M. TRAY ASSEMBLERS OR DINING ROOM ASSISTANTS
COOK
ASSISTANT COOK
RELIEF COOK
RELIEF WORKERS
FOOD SERVICE WORKERS

CHART II

ORGANIZATION CHART FOR LARGE HOSPITALS
(More than 100 Beds)

This organization chart is for illustrative purposes only and should not necessarily be considered a recommended pattern or organization.

←---→ Indicates informal communication and cooperation

—— Indicates direct communication and cooperation

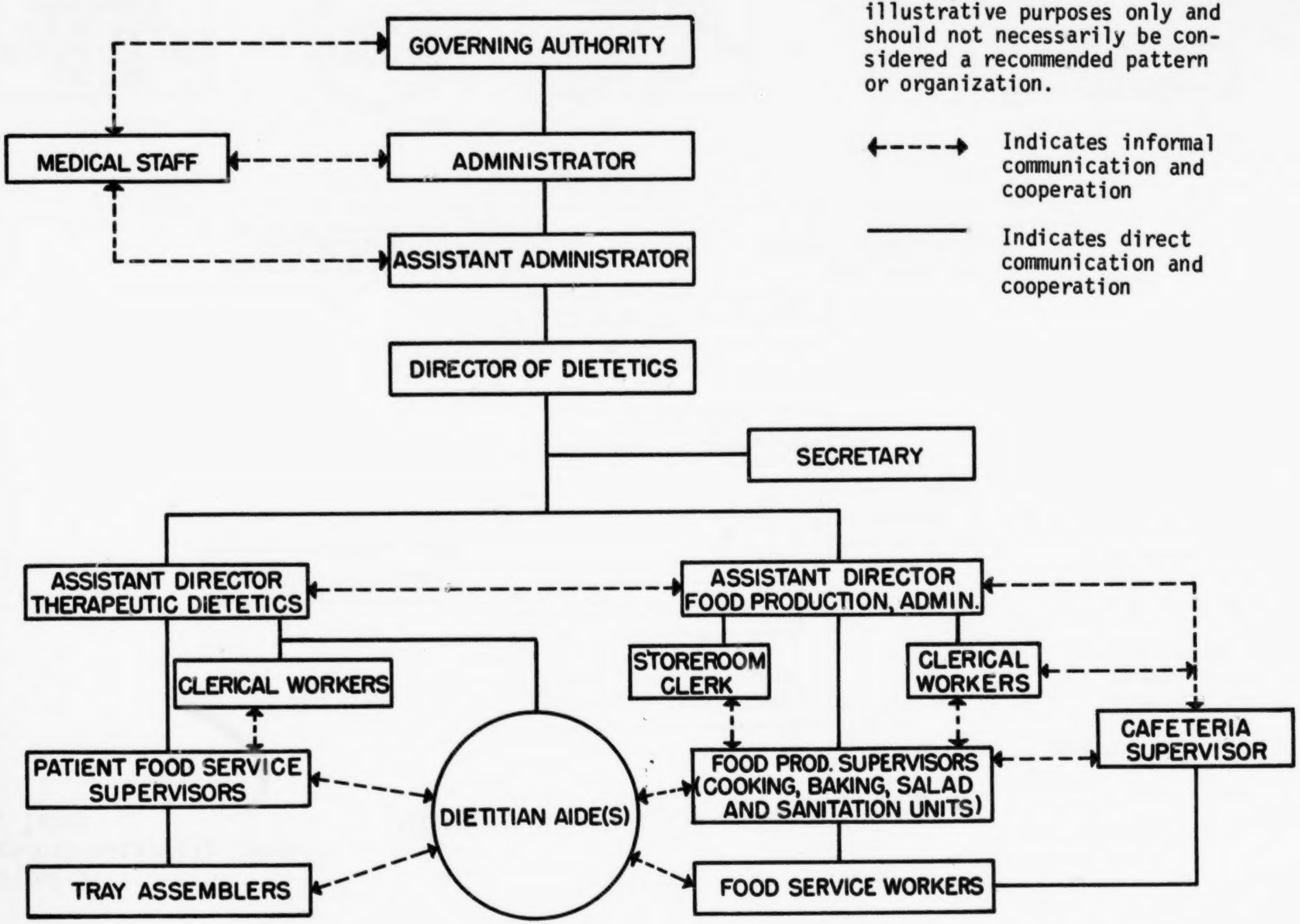
GOVERNING AUTHORITY
MEDICAL STAFF
ADMINISTRATOR
ASSISTANT ADMINISTRATOR
DIRECTOR OF DIETETICS
SECRETARY
ASSISTANT DIRECTOR THERAPEUTIC DIETETICS
ASSISTANT DIRECTOR FOOD PRODUCTION, ADMIN.
CLERICAL WORKERS
STOREROOM CLERK
CLERICAL WORKERS
CAFETERIA SUPERVISOR
PATIENT FOOD SERVICE SUPERVISORS
DIETITIAN AIDE(S)
FOOD PROD. SUPERVISORS (COOKING, BAKING, SALAD AND SANITATION UNITS)
TRAY ASSEMBLERS
FOOD SERVICE WORKERS

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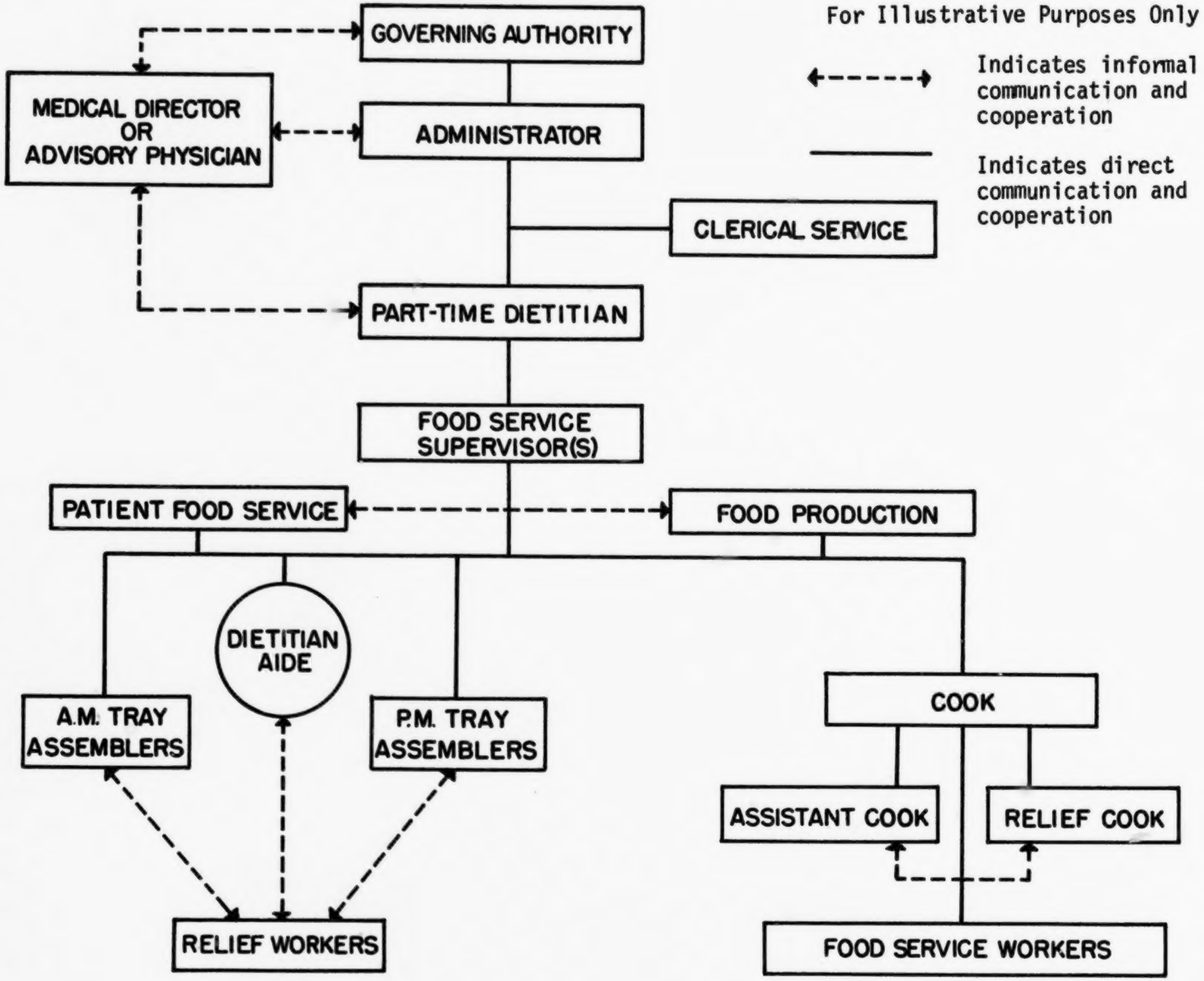
CHART III

ORGANIZATION CHART FOR SMALL HOSPITALS
(Less than 100 Beds)


For Illustrative Purposes Only
Indicates informal communication and cooperation
Indicates direct communication and cooperation
GOVERNING AUTHORITY
MEDICAL DIRECTOR OR ADVISORY PHYSICIAN
ADMINISTRATOR
CLERICAL SERVICE
PART-TIME DIETITIAN
FOOD SERVICE SUPERVISOR(S)
PATIENT FOOD SERVICE
FOOD PRODUCTION
DIETITIAN AIDE
A.M. TRAY ASSEMBLERS
P.M. TRAY ASSEMBLERS
COOK
ASSISTANT COOK
RELIEF COOK
RELIEF WORKERS
FOOD SERVICE WORKERS

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UNIT II-3

DIETITIAN AIDE: A MEMBER OF THE DIETARY TEAM

SUBJECT: Self-evaluation

TASK: Helps to evaluate own progress in meeting job responsibilities

OBJECTIVES: Be able to (1) evaluate self in terms of habits and attitudes
(2) develop a plan for improvement in work habits and attitudes

As an employee, the dietitian aide has the responsibility of developing good work habits in order to be successful. The employer has certain standards by which job performance of his staff is judged. The dietitian aide should also take an objective look at herself in order to discover what she has to offer as an employee.

The checklist below will aid you in determining the kind of employee you are. It will be helpful to you only if you answer the questions honestly. It may then be used as a basis for self-improvement. (Check either yes or no.)

	YES	NO
1. Do you report to work on time?	_____	_____
2. Are you able to do your work without becoming bored or distracted?	_____	_____
3. Can you make adjustments to changes and unexpected situations?	_____	_____
4. Are you careful about your personal appearance?	_____	_____
5. Do you work in a neat and orderly manner?	_____	_____
6. Can you keep from becoming nervous and "falling apart" when working under pressure?	_____	_____
7. Can you work without constant supervision?	_____	_____
8. Are you willing to do whatever job is assigned to you?	_____	_____
9. Do you have a sense of responsibility?	_____	_____

	YES	NO
10. Are you dependable? Can your employer tell you to do a job and know it will be done satisfactorily?		
11. Have you gained the friendship and respect of those with whom you work?		
12. Do you cooperate with other members of the dietary department as well as with the entire staff?		
13. Do you respect the authority of those for whom you work?		
14. Do you pay attention to instructions and carry them out accurately?		
15. Do you accept criticism and use it in your program of self-improvement?		
16. Are you willing to ask questions when you are not sure of what is expected of you?		
17. Do you stick with a job until it is finished?		
18. Do you remain pleasant as you work?		
19. Are you friendly to all the people with whom you come in contact?		
20. Do you have an attitude of loyalty toward the institution for which you work?		

If most of your answers were "yes," your attitude toward work is healthy. On the other hand, if many answers were "no," you have a job to do. An honest look at yourself and a desire to improve will lead to success in the working world. In addition to the use of the above checklist as a means of over-all self-evaluation, you might wish to take a Short Course in Human Relations as suggested by Southwestern Bell Telephone Company.

The 6 most important words:
"I admit I made a mistake."
The 5 most important words:
"You did a good job."
The 4 most important words:
"What is your opinion?"
The 3 most important words:
"If you please."
The 2 most important words:
"Thank you."
The 1 most important word:
"We"
The least important word:
"I"

ASSIGNMENT:

From the checklist, select the questions to which you answered "no." Develop a plan, with suggestions from your teacher, for improving yourself in these areas. Make a progress report to show any improvement you have made in your work habits and attitudes.

UNIT II-4

DIETITIAN AIDE: A MEMBER OF THE DIETARY TEAM

SUBJECT: Work Simplification and Work Schedules

TASKS: Works with speed in performing assigned tasks

Meets deadlines, adhering to mealtime schedules

OBJECTIVES: Be able to (1) define the purpose and need for work simplification
(2) adapt motion economy principles to job performance

REFERENCE: Kotschevar, L. H. Quantity Food Production. Berkeley, California: McCutchan Publishing Corp. 1966, pp. 45-78.

The increased minimum wage is making it imperative that administrators of hospitals and nursing homes look for ways to improve the efficiency of their operations. Each employee must perform a day's work for a day's pay if the hospital or nursing home is to operate within its budget. One cause of inefficient operations is employee fatigue with a resultant drop in energy, enthusiasm, and output. Fatigue may be due to factors in the employee's personal life, such as lack of sleep, problems at home, or improper food. In many cases, however, it may be due to working conditions or procedures on the job.

One method of reducing employee fatigue is work simplification. Work simplification has been defined as "seeking the simplest, easiest, and quickest method of doing work." This does not mean that the employee must work harder and faster, but that the nonessential parts of the operation are eliminated.

The employee must be interested and cooperative in order for a work simplification program to succeed. Wasted effort can be avoided when the worker becomes motion conscious, learns to use simple rules, and understands the benefits of work simplification.

Some general guides to follow for reducing fatigue and increasing the amount of work done are:

1. Eliminate unnecessary steps.
2. Assemble materials before beginning to work.
3. Select the best tool for the job.
4. Maintain good posture.
5. Clean up as the job is completed.

Let's follow Susie while she carries out one of her jobs to see how motion conscious she is. She reads on the work schedule that she is to prepare the salad for the noon meal. The first item on the recipe card is lettuce, so she goes to the walk-in refrigerator, gets four heads of lettuce, takes them to the sink, and then returns to get four more heads of lettuce. The procedure she follows to remove the cores is to bend over the sink, pick the lettuce up in her right hand, transfer it to her left hand, pick up the knife, remove the core with her right hand, and put the head of lettuce on the drainboard.

Next Susie carries the lettuce, two or three heads at a time, to the salad area. After tearing the lettuce leaves into bite-size pieces, she looks at the recipe again. Carrots are listed as the next ingredient. Back to the walk-in refrigerator Susie goes, picks up the carrots and walks to the sink. She then goes over to the drawer to get a French knife to peel the carrots and then slices them, one at a time, holding the carrots in her hands.

You have probably guessed that the next ingredient is celery. After going to the walk-in for the celery and carrying it to the sink to mince it, she goes back to the drawer to get a paring knife to cut the celery into small pieces. She cuts one stalk of celery at a time and then picks up the pieces and puts them in the salad container.

What rules of work simplification and principles of motion economy did Susie break? Refer to the information in this unit and the eighteen principles of motion economy in the assigned reading and see if you can catch her mistakes. Then continue reading this unit.

Were these the mistakes you found?

1. Susie wasted many steps collecting the ingredients and tools for the salad. If she had carefully read the recipe she could have taken a tray or large container to the refrigerator and picked up all the items in one trip. She could also have made only one trip to the drawer for knives if she had planned ahead. Thus, she needs to learn to "eliminate unnecessary steps" and to "assemble materials before beginning to work."

2. Susie violated principle 2, which is "work hands in unison," when she changed hands so often while coring the lettuce.

3. Bending over the sink, instead of putting the lettuce on a more comfortable working height, was a violation of principle 12, which is "work at a comfortable height."

4. The use of a French knife to peel the carrots and failure to put the carrots down on a cutting surface when slicing them was a violation of principle 4, which is "use motions easiest for the worker." Using a French knife for peeling would be awkward and tiring and was not a selection of the best tool for the job.

5. Use of a paring knife, instead of a French knife, to chop the celery was another violation of principle 4 and another poor choice of equipment. Susie could also have used principle 6, which is "use gravity to do work," if she had chopped the celery on a board

near the edge of the counter and then pushed it into a container.

The above situation is exaggerated, but many workers waste motions without being aware that there is an easier, quicker way to do things. Think about the way you carry out your duties. Don't be an employee like Susie--do make every motion count!

QUESTIONS:

1. When Mr. Robinson talked with June about her job as dietitian aide, he discussed the two types of planning that are used to obtain good worker productivity. What are they?
2. What is work simplification?
3. Mrs. Mayes, the assistant dietitian, was explaining Lucy's tasks as dietitian aide. She said, "Work simplification is one of the most valuable skills you can learn and apply to your job." What are the steps in work simplification?
4. Is work simplification always the work of an engineer? If not, who else may come up with suggestions?
5. At one of the meetings for new employees, Betty heard an industrial engineer say that, "One of the big enemies of production is fatigue." Then he discussed the two types of fatigue which all workers experience. What are they?
6. What are the three types of rest?
7. What does "work smarter, not harder" mean?
8. How do engineers attempt to reduce production time?
9. Motions are classified into finger, hand, arm, and body. Why do engineers suggest that an attempt be made to use the lowest classification of body movements?
10. What is the result of using the principles of motion economy?
11. What are the three parts of a job?
12. Which principle of motion economy could be used by the dietitian aide to most efficiently perform the following? (Refer to the reference Quantity Food Production, pages 61-66.)
    a. Place carton of milk and empty glass on tray.
    b. Start garbage disposal.
    c. Wash surface of a refrigerator.

d. Chop ingredients for a salad.
e. Prepare a milkshake.

ASSIGNMENT:

Analyze one job you do at your training station. What principles of motion economy could you apply to the job? (Turn this assignment in to your teacher.)

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UNIT III-1

DIET THERAPY

SUBJECT:	Basic Nutrition
TASK:	Follows diet instructions when filling plates and trays for general and modified diets
OBJECTIVES:	Be able to (1) identify nutrients and their function in the body (2) evaluate personal and patient diets using the Basic Four Food Groups as a guide
REFERENCES:	Required: Igel, B.H. and Calloway, Doris H. Nutrition. Palo Alto, California: Behavioral Research Laboratories. 1966. (Read the entire student's manual.) Supplementary: Pollard, Belle. Experiences in Foods. Boston, Massachusetts: Ginn and Co. 1960, Chapter 1.

The dietitian aide needs a dependable and sound knowledge of basic nutritional principles for two reasons. The first reason is that employees who have established proper eating habits are more alert, present a better appearance, and are more able to resist infections. They are generally more efficient, are absent less often, and are involved in fewer accidents.

The second reason the dietitian aide should have a basic knowledge of nutrition is to enable her to relate food needs to the welfare of the patients. Information on basic nutrition is also useful in dealing with questions and comments made by patients in regard to the food served to them. Finally, this knowledge may serve as a basis for understanding therapeutic diets.

QUESTIONS:

1. Using the foods circled on the hospital menu on page A-33, evaluate this menu by placing each food in the proper Basic Four Food Group.
2. Were adequate amounts of foods from each group included in this menu?

MEAL	Milk and Milk Products	Fish, Eggs, Meats	Fruits and Vegetables	Breads and Cereals
BREAKFAST				
LUNCH				
DINNER				

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HOSPITAL MENU

BREAKFAST
CYCLE I MONDAY

[✓ Orange Juice]
Apple Juice

Oatmeal
[✓ Dry Cereal]

[✓ Scrambled Eggs]
Poached Eggs

[✓ Bacon]

Sweet Roll

BEVERAGE
Coffee Tea Iced Tea Postum
Hot Chocolate Sanka [✓ Milk]
Skim Milk Chocolate Milk
Buttermilk Cream Lemon

BREAD
White [✓ Whole Wheat]

TOAST
White [✓ Whole Wheat] Melba
Butter Jelly

DINNER
CYCLE I MONDAY

[✓ Fried Chicken Breast]
Bar-B-Que on Bun

[✓ Buttered Rice]

[✓ Buttered Squash]
Lima Beans

Fruit Salad
[✓ Tossed Salad]

[✓ Lemon Cake Pudding]

BEVERAGE
Coffee Tea [✓ Iced Tea] Postum
Hot Chocolate Sanka Milk
Skim Milk Chocolate Milk
Buttermilk Cream Lemon

BREAD
White Whole Wheat [✓ Hot Bread]
Crackers Melba
Toast Butter Jelly

SUPPER
CYCLE I MONDAY

Baked Ham
[✓ Italian Spaghetti]

Potatoes Au Gratin

[✓ Asparagus]

Sliced Tomatoes
[✓ Cottage Cheese]

[✓ Fresh Fruit Ambrosia]
Peach Cobbler

BEVERAGE
Coffee Tea Iced Tea Postum
Hot Chocolate Sanka [✓ Milk]
Skim Milk Chocolate Milk
Buttermilk Cream Lemon

BREAD
White Whole Wheat
[✓ Hot Bread] Crackers
Melba Toast Butter
Jelly

ASSIGNMENT I:

INDIVIDUAL DIET STUDY

INSTRUCTIONS: On your answer sheet, draw a similar chart and record under the correct food group the number of servings you eat at each meal during the next three days. Do not change your regular diet habits (omit week-ends).

DAY	Milk and Milk Products	Meat, Fish, Eggs, Dried Beans, Peas	Fruits and Vegetables	Breads and Cereals	Empty Calories
First					
Breakfast:					
Lunch:					
Dinner:					
Snack:					
Total Servings:					
Second					
Total Servings:					
Third					
Total Servings:					

POTATO CHIPS
CANDY

BUTTER-MILK
MILK
ICE CREAM

CEREAL
CRACKERS
RICE
GRITS

ASSIGNMENT II:

FOLLOW-UP CHART

Review your diet study. Record the number of servings you ate each day under the appropriate group. Turn this in to your teacher.

Day	Milk and Milk Products	Meat, Fish, Eggs, Dried Beans, Peas	Fruits and Vegetables	Breads and Cereals	Empty Calories
First					
Second					
Third					

1. a. In what food groups did you have the recommended number of servings?
   b. In what food groups were you lacking the recommended number of servings?

2. Make suggestions or develop a plan for improving your diet by:
   a. listing foods which need to be added to your diet.
   b. reducing excessive calories or empty calories.

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UNIT III-2

DIET THERAPY

SUBJECT: General and Therapeutic Diets

TASK: Follows diet instructions when filling plates and trays for general and modified diets

OBJECTIVES: Be able to (1) recognize dietary terminology
(2) describe the most commonly used therapeutic diets
(3) plan menus for the most commonly used diets

VOCABULARY TERMS FOR DIETITIAN AIDE

Calorie...................	The energy value of food
Cardio-vascular...........	Refers to the heart and vessels or ducts transporting blood
Convalescent..............	A person gradually recovering health after an illness
Diet supplement...........	A chemical or foodstuff which is given in addition to a specified diet in order to improve the nutritional value of the diet
Diet therapy..............	Modification of normal diet to meet the requirements of the body under certain conditions
Edema.....................	Water retention in body tissues
Exchange list.............	A division of foods into six groups with each group composed of foods containing the same amount of sugar content
General...................	A regular or nutritionally adequate diet with no dietary modifications for the normal adult
Metabolism................	The minimum amount of energy needed to carry on the processes of the body at rest
Nutritionally adequate....	A diet meeting the Basic Four Food Group requirements for the day

Post-operative	After a surgical operation
Restricted	A diet which limits, curbs, or restricts the amounts of some foods in the diet
Sodium	Commonly known as table salt or sodium chloride in diet therapy
Sodium retention	A condition in which salt is retained in the body tissues
Therapeutic	A special type of diet used to cure or improve the health of the patient
Sustagen	A substance taken orally or by tube which is high in calories, protein, vitamins, and minerals

GENERAL AND THERAPEUTIC DIETS

Various terms and interpretations apply to diets used in hospitals and nursing homes. Some of the more commonly used diets are:

1. General or regular: This diet requires no dietary changes and includes foods recommended in the Basic Four Food Groups for the average adult.

2. Liquid: Prescribed for the acutely ill patient, the post-operative patient, or the patient who has difficulty in chewing or swallowing. The liquid diet may be one of two types:

    a. Clear liquid, which includes liquids clear in color
    Examples: gelatin, broths, tea, some carbonated beverages, apple juice
    b. Full liquid, which usually follows the clear liquid as the patient improves
    Examples: milk, eggnog, citrus and other juices, broth, coffee, tea, carbonated beverages, gelatin, sherbet (no pulp), cereal gruel, strained vegetable juices

    The clear liquid diet is used only for a short time because it is nutritionally inadequate; however, if properly planned, the full liquid diet can be nutritionally adequate and used for a longer time.

3. Soft: This diet generally follows the full liquid diet and leads to the general or regular diet. The soft diet is nutritionally adequate and consists of soft textured foods which are easily digested. Examples: milk, soft eggs (not fried), tender or chopped meats (not fried or highly seasoned), potatoes and selected cooked vegetables, some cooked and canned fruits, toasted white bread, crackers, cooked cereals (no hot breads)

4. Bland: The diet sometimes given after full liquid diets or prescribed for ulcer patients or patients with internal open lesions. The

diet consists of foods with flavors not especially sweet, sour, sharp, bitter, or strong. Examples: milk, potatoes, macaroni, rice, and bread

5. Diabetic: These diets are used for diet control in diabetes and are planned to be nutritionally adequate for the patient. Considerations in the diabetic diet include (1) using the exchange list to restrict amounts and types of certain foods and (2) measuring food with standard equipment to control amounts and types of foods. Use of the exchange list helps to provide as near a normal diet as possible.

   The exchange list is based on grouping foods into six food groups. Foods in each group have comparable food values, making it possible for one food to be substituted for another food in the same group. The purpose of the exchange list is to provide variety and satisfying foods in the diet. This list is also used in weight reduction diets and for diets of some cardio-vascular patients. An example of a bread exchange may be 1/2 cup cereal or 1/2 cup potato. (For further information, see pages 211-213 in Peyton's *Practical Nutrition*.)

6. Calorie restricted: These diets are usually for weight reduction. Although the calorie content is limited, the diets are nutritionally adequate. The exchange list system is often used when planning diets for weight reduction.

7. Controlled calorie: These diets are used to maintain weight without gaining or losing. The exchange list is used in the controlled calorie diet.

8. Fat restricted: These diets are used for patients with liver, gall bladder, and certain cardio-vascular diseases. Although nutritionally adequate, this diet may be low in calories due to fat restriction and may be supplemented by additional amounts of protein and carbohydrate when advisable.

9. Sodium (salt) restricted: Generally, these diets are used when there is edema related to heart conditions, toxemia of pregnancy, and other edematous conditions caused by sodium retention. The diet is planned to be nutritionally adequate for the patient, with limited amounts of salt and salt-laden foods.

The following lists contain some of the foods which may be used or restricted in the various diets.

Bland Foods:

Applesauce, ripe bananas, creamed soups, vanilla ice cream, sugar cookies, cooked pears, cornstarch, cottage cheese, plain gelatins, plain cake, milk, macaroni, potatoes, soft eggs, rice, bread, and cereal products such as farina and cream of wheat

Strong-flavored foods:

1. High salt content--Bacon, ham, corned beef, olives, sauerkraut, sausage, potato chips, salty crackers, pretzels

2. Salt water fish and shellfish--Lobsters, clams, shrimp, crabs, oysters, whitefish

3. High sugar content --Candy, honey, jam, jelly, sugar

4. Certain condiments--Ketchup, chili sauce, corn relish, chow-chow, chutney, cucumber pickles, horseradish, Indian relish, white pepper, cayenne pepper, black pepper, curry, prepared mustard, spiced fruit pickles, vinegar, Worcestershire sauce, and other similar sauces

5. Certain vegetables--Brussels sprouts, broccoli, cabbage, cucumbers, onions, radishes, green peppers, turnips, cauliflower

Sub-acid fruits:

Pears, prunes, peaches, white cherries, fresh apricots, ripe figs

Foods that may form gas:

Brussels sprouts, broccoli, cauliflower, cabbage, onions (especially raw), turnips, baked beans or other dried legumes, sweet potatoes, concentrated sweet foods

Applesauce may cause discomfort due to its density.

QUESTIONS:

Match the terms with the definition. The terms may be used more than once or not at all.

DEFINITIONS

1. An addition to the diet which either improves or makes it nutritionally adequate
2. The least amount of energy needed for carrying out breathing, involuntary muscular actions, and other necessary body processes
3. A diet which curbs or restricts amounts of something in the diet
4. A means of measuring energy or heat in foods
5. A mineral used to season foods and found naturally in animal foods
6. A means by which foods are divided into groups for ease in regulating some therapeutic diets
7. A term used to describe a diet which must be altered in some manner from the regular diet
8. A type of standard hospital diet which requires no dietary alterations
9. A means used by dietitians for modifying the normal diet to meet the requirement of the body under certain conditions
10. A diet which meets all of the Basic Four Food Groups requirements for the average adult

TERMS

a. Therapeutic
b. General
c. Diet supplement
d. Restricted
e. Nutritionally adequate
f. Calorie
g. Metabolism
h. Sodium
i. Sodium retention
j. Diet therapy
k. Exchange list

Using the following words, complete the situations below:

cardio-vascular
post-operative
convalescent
calorie restricted
edema
obesity
sodium retention

11. Mr. Jones had a gastrectomy this morning. As a ________________ patient, he will be fed a liquid diet for a short time.

12. Mr. Brown suffered a heart attack and was hospitalized immediately. His condition involves the ________________ area of the body.

13. Mary is recovering from pneumonia; therefore, she is a ______________ patient.

14. Mrs. Gordon is expecting her first baby within the next few days. She was admitted to the hospital last night with serious swelling in her ankles and feet caused by _______________ or water retention in the tissues.

15. Mr. Byrd is hospitalized for a heart condition. The dietitian marked his dietary chart "excessively overweight," which indicates a condition called ________________. His name was added to the list of patients on a ________________ diet.

16. Plan a general diet menu of three meals for one day.

17. Plan a soft diet menu of three meals for two consecutive days.

18. What is the difference between a clear liquid and a full liquid diet?

19. What is the difference between a general and a soft diet?

20. What are some of the limitations of the diabetic diet?

21. What is the purpose of the exchange list?

22. What other therapeutic diets use the exchange list?

23. What is the difference between restricted calorie diets and controlled calorie diets?

24. Observe the following menu and decide which foods would be altered or changed on a fat restricted diet:

Fried Chicken Breasts
Potatoes Au Gratin
Asparagus Sliced Tomatoes
Peach Cobbler

25. What is limited in the sodium restricted diet?

26. Below are some of the conditions listed on the main diet chart in the dietary office. On your answer sheet, place the name of a type of diet which might be served to each patient.

    a. Mr. Brown - Internal open lesions
    b. Mrs. Luce - No dietary modification
    c. Mrs. Landa - Extremely overweight
    d. Mrs. Jennings - A nutritionally adequate diet (patient has no teeth)

27. From the following list of foods, pick out the ones which would not be served to patients on:

    a. a bland diet.
    b. a sodium restricted diet.
    c. a diabetic diet.

cooked pears
cottage cheese
soft-cooked eggs
shrimp
white pepper
cream of wheat
ketchup

cauliflower
plain cake
cream of chicken soup
ham
potatoes
candy
sweet potatoes

DIET THERAPY

REFERENCE: Peyton, Alice B. Practical Nutrition. Philadelphia, Pennsylvania: J.B. Lippincott Company. 1962.

1. Standard Hospital Diets: pp. 164-170.
2. Therapeutic Diets:
    a. diabetic, pp. 207-216.
    b. overweight and underweight diets, pp. 171-181.
    c. fat restricted diets, pp. 203-206.
    d. low-sodium diets, pp. 217-225.

QUESTIONS:

1. What is meant by the term "selective menu"?

2. The basic reason for using a selective menu for patients on a regular hospital diet is ______________________________.

3. Harry Brown, an ulcer patient, was sent a tray with the following food items: raw apple salad, club steak, mashed potatoes, and ice cream. The tray card indicated he should have a soft diet. Which items should be taken from the tray before serving it to Harry?

4. Elderly Mr. James has been on a full liquid diet for several weeks. Joan, the dietitian aide, is wondering about the nutritional adequacy of a full liquid diet for long periods of time. Is it possible for Mr. James to be nourished adequately with complete use of the full liquid diet?

5. Jean had studied a unit on nutrients earlier in the semester and knew that protein, fat, carbohydrates, vitamins, minerals, and water were required by the normal individual. In reading about diabetic diets, she learned that the amount of one of these nutrients must be restricted for the diabetic person. Which nutrient is it?

6. Jo Ann observed Miss Tate, the clinical dietitian, instructing diabetic Mr. Martinez on the use of diabetic diets. What should Mr. Martinez know about diabetic diets for his safety and welfare?

7. When Jane was in the grocery store, she observed a colorful display of foods labeled "diabetic foods." Among the foods were calorie-free pop and saccharin. Generally, is it possible for the diabetic to use both of these products without harm?

8. Sam Jones, an excessively overweight patient, was sitting in the dietitian's office waiting for consultation concerning his weight reduction (calorie restricted) diet. As Becky observed him, she thought about some of the diseases that are likely to develop as a result of excessive overweight. What are four of these?

9. Jane was looking over the diet charts when she noticed that ten-year-old John Somms was listed as underweight. What does the term "underweight" mean in diet therapy?

10. As Jane studied the diet charts, she observed that some patients were classified as obese patients and some as overweight. What is the difference between obese and overweight in diet therapy?

11. One of the concerns of dietitians nationwide today is that far too many people of all ages are overweight. What are five causes of overweight?

12. One of the trends in dieting today is the use of drugs and medicines to reduce or control weight. These preparations should be taken only ________________________________.

13. Faddist diets always promise easy loss of weight; however, too often, they do not provide the daily nutritional needs of the body. Two distinct disadvantages of fad dieting are that they are ____________ and ______________________.

14. While exercise is important to the individual who is dieting, what can strenuous exercise do to the "weight watchers" program?

15. Generally speaking, weight loss in the body should be gradual rather than all at once. What amount of weight loss per week is considered safe?

16. Although there is much concern about overweight in this affluent society, some conditions of underweight are present, too. Underweight may be caused by certain diseases, glandular conditions, and hyperthyroidism. What are three other common causes of underweight?

17. Mr. Black has a liver disease. Which of these types of diets would most likely be chosen for him?
    a. High calorie, high fat diet
    b. High protein, high carbohydrate, moderate fat diet
    c. High fat, low carbohydrate, low protein

18. Mrs. Smith's diet chart lists cholecystitis as the reason for her hospitalization. Which type of diet would be chosen for her?
    a. High fat, low carbohydrate, low protein
    b. Low fat, bland diet
    c. High protein, high cellulose diet

19. Cardiac disease may strike at any age, but it is usually more prevalent in middle aged and elderly persons. Some dietary principles are given which apply to most cardio-vascular diseases. Give two more principles.
    a. Avoid bulky meals.
    b. Avoid foods difficult to digest.
    c. Regulate diet to prevent constipation.
    d.
    e.

20. Low-sodium diets have been used in the treatment of heart disease for two reasons. One reason is to treat hypertension or high blood pressure. Give a second reason.

ASSIGNMENT:

Using either Peyton's Practical Nutrition or a diet manual from the hospital or nursing home where you are employed, plan a day's menus for the five most commonly used diets at your training station.

Home Economics
Instructional Materials Center
Lubbock, Texas

UNIT IV-1

DIETARY FOOD SERVICE EQUIPMENT

The kitchens in which dietitian aides are employed vary a great deal in the amount and kind of equipment available. Thus, some pieces of equipment may be included in this unit which you will not use in your present job, but which you may find if you change jobs. Knowing how to use many pieces of equipment may give you opportunities to perform a variety of food service assignments now and in the future.

You may find also that the equipment at your training station looks somewhat different from the illustrations in this unit. It is impossible to include all of the different types of mixers, for example, so the illustrations are typical of those most commonly used. Even though some pieces of equipment look slightly different, the same principles of use and care generally apply to most.

Information in this unit is general in nature; specific directions for use and care will be provided at your training station.

SUBJECT: Blender

TASK: Uses, cares for, and safely operates dietary food service equipment

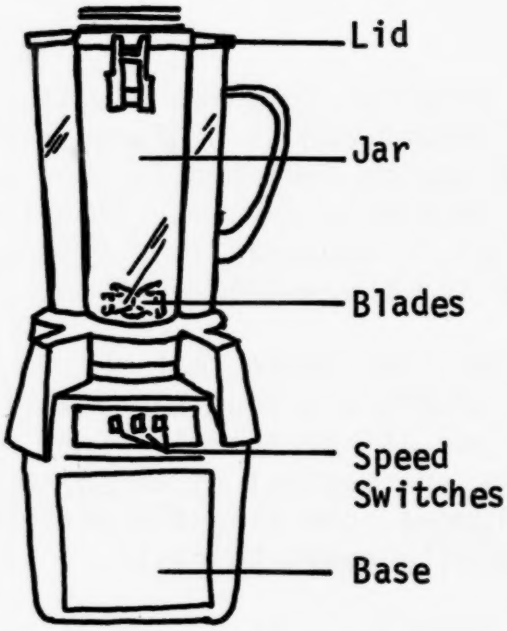
OBJECTIVES: Be able to (1) identify parts of blender
(2) list techniques in caring for blender and safety precautions to observe

Blenders are used for high speed blending, pulping, mixing, or reducing of animal tissue, vegetables, or fruits. On the following page instructions are given for the operation and care of blenders, as well as safety precautions to be observed in their use.

OPERATION

1. Place jar on base (or assembly unit). Be sure that manufacturer's instructions are followed in securing jar on base.
2. Place substances to be blended into jar.
3. Place lid on jar making sure it is secured.
4. Connect cord.
5. Turn on switch and select desired speed for substances to be blended (see manfacturer's instructions).

   NOTE: Speed may be changed without stopping machine.
6. Turn switch off as soon as ingredients are of the desired consistency. Ingredients are reduced to a homogeneous mass almost immediately.



BLENDER

CARE

1. Remove jar from base. Wash and rinse using regular hand dishwashing procedure. Dry.
2. Wipe base with a damp cloth after each use. Polish with a dry cloth.
3. See manufacturer's instructions for further care, such as oiling.

SAFETY

Do not drop spoons, spatulas, or scrapers into machine while motor is on.

Be sure lid is fastened tightly.

Do not put very coarse foods or large pieces of ice in jar.

Disconnect cord when machine is not in use.

Home Economics
Instructional Materials Center
Lubbock, Texas

UNIT IV-2

DIETARY FOOD SERVICE EQUIPMENT

SUBJECT: Meat Slicer

TASK: Uses, cares for, and safely operates dietary food service equipment

OBJECTIVES: Be able to (1) identify parts of the meat slicer
(2) describe procedure for operation of a meat slicer
(3) list safety precautions related to use of a meat slicer

The information given on the following pages is in a form called programmed instruction. The information is presented in small steps called frames. The answers to the questions asked in each frame are in the right column and opposite the next frame. Use a sheet of paper to cover the answer column and move the paper down to check your answer only after you have written your answer on scratch paper.

An asterisk (*) in front of the blank means that the answer will be more than one word. A double asterisk (**) indicates that you may answer in your own words. If no asterisk is shown, only one word is required.

Refer to Panel A on page A-58 when answering frames 1-13. You may wish to remove page A-58 from your notebook while you go through frames 1-13.

1. The part of the meat slicer labeled number 1 is called the blade or slicer knife. Number 2 is the blade guard. Part 1 is the * __________ and number 2 is the * ____________________.	
2. What name is given to the part labeled number 1 on the food slicer? ** ______________ Number 2? * ______________	1. Blade or slicer knife Blade guard

3. The blade control indicator is number 3 on the diagram. The name given to part number 3 is * __________.	2. Blade or slicer knife Blade guard
4. The blade control adjusts the blade to cut a certain number of slices per pound. The purpose of the blade control indicator is to ** __________.	3. Blade control indicator
5. Write the number of each of these parts: _____ blade guard _____ blade control indicator _____ blade or slicer knife	4. Adjust the blade to cut a certain number of slices per pound.
6. Part number 4 is called the food carriage. The food is placed here when it is ready to be sliced. The place where the food goes when it is ready to sliced is called the * __________.	5. 2 3 1
7. What is the purpose of a. the blade control indicator? ** __________ b. the food carriage? ** __________	6. Food carriage
8. Part number 5 is called the food holder. It pushes the food against the blade or slicer knife while it is being sliced. The name given to number 5 is * __________ and its purpose is to ** __________.	7. a. Adjust blade to cut a certain number of slices per pound b. Place where food goes when it is ready to be sliced

9. Part number 6 is the gauge plate. It regulates the thickness of the slice of food. Number 6 is called the *_________.	8. Food holder Push the food against the blade or slicer knife
10. Match the letter of the function with the name of the part. _____ food holder _____ gauge plate _____ blade control indicator a. tells number of slices per pound b. pushes food against blade c. holds food while it is being sliced d. regulates thickness of slice of food	9. Gauge plate
11. The purposes of parts 7 and 8 are obvious from the names of the parts. Number 7 is the scrap tray and number 8 is the receiving tray. The part which holds the scraps is called the *_______________ and the sliced food goes onto the *_____ ______________________________.	10. b. d. a.
12. Number 9 is the "On and Off" switch. To start and stop the slicer, use the *_____________________________.	11. Scrap tray Receiving tray
13. Write the name given to each of the parts of a meat slicer. 1. 4. 7. 2. 5. 8. 3. 6. 9.	12. "On and Off" switch

14. Write the name of the part of the meat slicer which serves each of the following functions: a. starts and stops the machine ______ b. holds the food after it is sliced __ c. tells number of slices per pound __ d. pushes food against knife ________ e. holds food while it is sliced ______ f. regulates the thickness of the slice of food ______________	13. 1. Blade or slicer knife 2. Blade guard 3. Blade control indicator 4. Food carriage 5. Food holder 6. Gauge plate 7. Scrap tray 8. Receiving tray 9. "On and Off" switch
15. Refer to Panel B on page A-54 for directions on operating a meat slicer. What two safety measures should be followed when plugging in the meat slicer? ** ______________________	14. a. "On and Off" switch b. Receiving tray c. Blade control indicator d. Food holder e. Food carriage f. Gauge plate
16. Number the following steps for operating the meat slicer in the correct order. _____ start motor _____ adjust indicator _____ slice food _____ place food in carriage	15. Be sure cord is dry and free from grease Be sure hands are dry
17. Refer to Panel C on page A-55 for safety precautions to be observed when operating a meat slicer. What procedures were violated in the following situation? Mary was assigned to the job of cleaning the meat slicer. She checked to see that the switch was off and pulled the cord to unplug the slicer. She used very hot water to clean the frame of the slicer and was careful not to let the water come in contact with the motor. Some food particles were still on the slicer knife so she used a knife to remove them. ** __________________.	16. 3 2 4 1

18. When the machine is not in use, the plug should be * ______________.	17. Did not use plug to pull cord Used very hot water Used knife to clean slicer knife
19. Instructions for cleaning a meat slicer are given in Panel D on pages A-56 through A-57. Read and then complete the following frames. Where should the blade control indicator be set before parts of the slicer are removed? * ___________.	18. Pulled or out of the socket
20. What kind of solution is used for cleaning the blade and other parts? * ____________________	19. At zero
	20. Hot detergent solution

PANEL B

HOW TO OPERATE A MEAT SLICER[1]

WHAT TO DO	HOW TO DO IT
1. Put plug into outlet	1. Plug in. NOTE: Be sure cord is dry and free from grease to avoid short circuits. Be sure that hands are dry to prevent shock.
2. Place food in carriage	2. Place food in carriage and hold it firmly in place by means of food holder.
3. Adjust indicator	3. Adjust blade control indicator for desired thickness of slice.
4. Start motor	4. Turn switch on.
5. Slice food	5. Move carriage back and forth across blade, using handle. NOTE: Develop a rhythmic motion--do not bang carriage.

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[1] U.S. Department of Agriculture. Training Course Outline on Use and Care of Equipment. Washington, D.C.: U.S. Government Printing Office. May, 1960, pp. 86-90.

PANEL C

CAUTIONS AND GUIDES IN OPERATING A MEAT SLICER

The operation of a meat slicer will vary according to the make and model. The manufacturer's instructions should be followed to obtain the best performance from the slicer and to assure long life of the machine.

1. When cleaning a slicer, do not let water come in contact with the motor or electrical wiring.
2. Never use slicer when blade guard is off.
3. Always keep hands away from blade when machine is in operation.
4. Keep plug out of socket when machine is not in use. Be certain guard is on slicer before putting plug in socket.
5. Always make certain the switch is off and the plug pulled out of the socket before starting to clean.
6. When disconnecting the slicer, be careful to pull the plug--do not pull the cord.
7. Never use a metal instrument to scrape off food particles from slicer knife as a nicked blade tears food.
8. Do not use very hot water or steam in cleaning slicer as too much heat may reduce the lubricants in important parts.

PANEL D

HOW TO CLEAN A MEAT SLICER

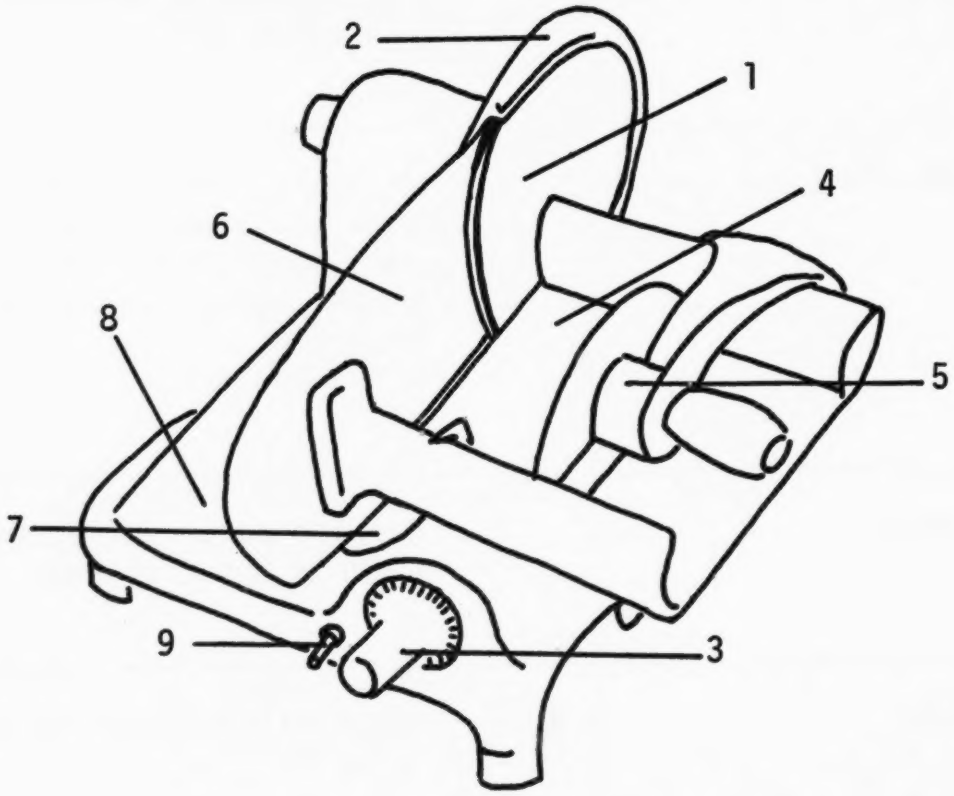
CAUTION: Instructions given below are general. Read and follow manufacturer's directions carefully.

WHAT TO DO	HOW TO DO IT
DAILY CLEANING:	
1. Remove parts	1. Remove electric cord from outlet. Set blade control indicator at zero. Remove parts following manufacturer's instructions.
2. Clean blade	2. Wipe gauge plate with hot detergent solution. Rinse and dry. NOTE: Keep hands clear of blade edge. Wipe entire blade with a heavy cloth that has been folded and dampened with hot detergent solution, using long-handled hook if provided. Wipe from center toward edge of blade. Rinse and dry with clean, heavy cloth.
3. Clean and replace guard	3. Wash blade guard in hot detergent solution. Rinse and dry. NOTE: Replace blade guard immediately to prevent injury.

WHAT TO DO	HOW TO DO IT
4. Clean other parts	4. Wash other parts of the slicer in hot detergent solution. Rinse and dry.
5. Clean frame and base	5. Wash all surfaces with hot detergent solution. Clean under blade with damp cloth. Push cloth under blade, using long-handled hook if provided. Rinse and dry.
6. Replace parts	6. Replace parts following manufacturer's instructions.
7. Cover slicer	7. Cover with plastic or clean towel.
WEEKLY CLEANING: (To supplement daily cleaning) 1. Clean entire slicer	1. Clean thoroughly following instructions for daily cleaning. NOTE: Be sure to clean area under slicer.

PANEL A

MEAT SLICER WITH GUARD



Home Economics
Instructional Materials Center
Lubbock, Texas

UNIT IV-3

DIETARY FOOD SERVICE EQUIPMENT

SUBJECT: Mixer

TASK: Uses, cares for, and safely operates dietary food service equipment

OBJECTIVES: Be able to (1) identify parts of a mixer and their functions
(2) describe procedure for operation of a mixer
(3) list safety precautions related to use of a mixer

The information given on the following pages is in a form called programmed instruction. The information is presented in small steps called frames. The answers to the questions asked in each frame are in the right column and opposite the next frame. Use a sheet of paper to cover the answer column and move the paper down to check your answer only after you have written your answer on scratch paper.

An asterisk (*) in front of the blank means that the answer will be more than one word. A double asterisk (**) indicates that you may answer in your own words. If no asterisk is shown, only one word is required.

Refer to Panel E on page A-77 when answering frames 1-11. You may wish to remove page A-77 from your notebook while you go through frames 1-11.

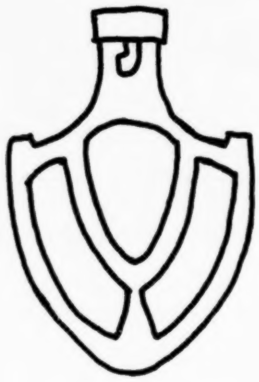
MIXERS

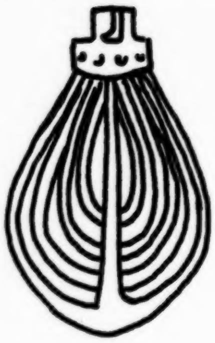
Two types of mixers are illustrated in Panel E (see page A-77). The large 30-60 quart floor model mixer is used for mixing and blending ingredients or for incorporating air into the product. The smaller 12-20 quart, bench model and the 5 quart table model are used for mixing, creaming, or beating ingredients for cakes, batters, doughs, pastries, or meringues.

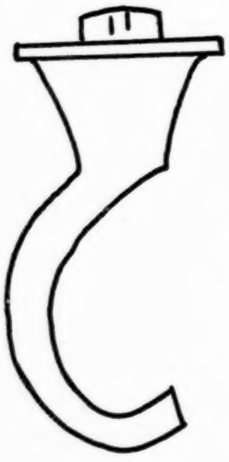
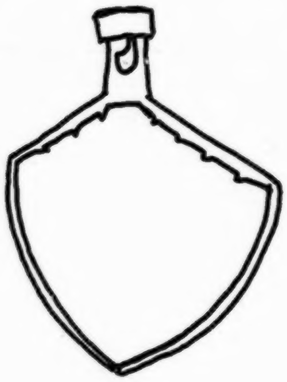
1. Number 1 in the diagrams is the bowl and number 2 is the bowl support. The parts labeled 1 and 2 are the ______________ and * ____________.	

2. Number 3 is called the beater shaft and is the point at which the beater is attached. The name of the part to which the beater is attached is the * ____________________.	1. Bowl Bowl support
3. Give the names for parts 1 ______________ 2 * ______________ 3 * ______________	2. Beater shaft
4. The name given to part number 4 explains its purpose. It is the bowl raising wheel or lever. When you want to raise or lower the bowl, use the * ____________________________.	3. Bowl Bowl support Beater shaft
5. The name given to part 4 is * ______________.	4. Bowl raising wheel or lever
6. Mixers used in homes and mixers used in institutions have gear or speed controls, although those controls look different. Number 5 is used to adjust the speed of the mixer and is called the * ____________.	5. Bowl raising wheel or lever
7. Attachments are put on the mixer at part number 6, the attachment socket. Number 6 is called the * ____________________.	6. Gear or speed control
8. Number 5 is the * ____________ and number 6 is the * ________________.	7. Attachment socket
9. Without number 7, the mixer would be useless. It is the "Off and On" switch. To start and stop the mixer, use the * ______ __________________.	8. Gear or speed control Attachment socket

10. Match the parts with the number. _____ 1 a. Attachment socket _____ 2 b. "Off and On" switch _____ 3 c. Bowl _____ 4 d. Bowl raising wheel or lever _____ 5 e. Beater shaft _____ 6 f. Gear or speed control _____ 7 g. Bowl support	9. "Off and On" switch
11. Write the names of the parts of the mixer: ** 1 _______ 2 _______ 3 _______ 4 _______ 5 _______ 6 _______ 7 _______	10. c g e d f a b
12. Four different agitators may be used with the mixer, each for a certain type of mixing. Each has a special use. It is important to choose the right one for the job to be done. For each type of mixing to be done, there is (one, more than one) _____________ agitator to use.	11. Bowl Bowl support Beater shaft Bowl raising wheel or lever Gear or speed control Attachment socket "Off and On" switch

13.  Flat Beater The flat shape of this beater gives a clue to its name. It is called the ________ beater.	12. One
14. The flat beater is used for general mixing but not for heavy doughs. The flat beater is used mainly for * ____________________.	13. Flat
15. Examples of general mixing tasks for which the flat beater can be used are: (1) Mixing batters, such as cakes, muffins, steamed puddings (2) mashing potatoes and other vegetables (3) creaming mixtures (4) mixing main dishes such as hamburger For which of the following tasks would the flat beater be suitable? _____ a. mashing squash _____ b. making orange muffins _____ c. making yeast breads _____ d. whipping cream _____ e. mixing ham loaf	14. General mixing
16. What are two of the four types of general mixing tasks for which the flat beater can be used? * ____________________ * ____________________	15. a b e

17.  Wire Whip This agitator is called the wire whip and is used for incorporating air into light mixtures. The name given to this agitator is * _______________.	16. Any two of these four: mixing batters creaming mixtures mashing vegetables mixing main dishes
18. The wire whip is used for all light, fast operations in which air is to be incorporated into the product. For which of these tasks would you use the wire whip? _____ a. beating egg whites _____ b. mixing biscuits _____ c. whipping cream _____ d. creaming butter and sugar _____ e. whipping dry milk _____ f. whipping light frostings	17. Wire whip
19. Which beater would you use for each of these tasks: _____ a. mixing a chocolate cake _____ b. reconstituting dry milk _____ c. creaming butter and sugar for a cookie recipe 1. flat beater 2. wire whip	18. a c e f

20.  Dough Hook The shape of this agitator is also reflected in its name. This agitator is called the * ____________.	19. 1 2 1
21. The dough hook is used for mixing heavy doughs, such as bread and roll dough, which requires a folding and stretching action. The dough hook is mainly used to mix ________ and ______________.	20. Dough hook
22. The wire whip is used mainly for ** ________. The dough hook is used for ** _____________.	21. Bread Rolls
23.  Pastry Knife A fourth agitator is shown in the illustration. This agitator is called the * _________.	22. Beating air into light mixtures Mixing heavy doughs
24. The pastry knife is used for combining shortening and flour by a cutting action. Biscuits, pie crust, and short cake are made using it. The purpose of the pastry knife is to combine * __________________.	23. Pastry knife

25. The dough hook is used to make __________ and _________, while the pastry knife is used for ___________ and __________.	24. Shortening and flour by a cutting action
26. Match the task with the most suitable agitator. _____ mixing prune cake 1. flat beater _____ making crust for apple pie 2. wire whip 3. dough hook _____ whipping 7-minute icing 4. pastry knife _____ mixing cinnamon rolls _____ making meringue for lemon pie _____ mixing biscuits _____ mashing squash	25. Bread and rolls Biscuits and pie crusts
27. As you might guess, the mixer is set at faster speeds when the wire whip is used for whipping purposes than it is when the dough hook is used for heavy mixtures. If number 1 speed is low, number 2 is intermediate, and number 3 is high, which speed setting would you use for the following tasks? _____ beating eggs, whipping cream _____ creaming mixtures, mashing potatoes, blending salad dressings _____ mixing dry, heavy, or liquid ingredients	26. 1 4 2 3 2 4 1
28. High speed (number 3) is used for (light, heavy) _________ mixtures and low speed (number 1) is used for (light, heavy) ______ mixtures.	27. 3 2 1

29. When should the low speed be used? ** ________ high speed? ** ________	28. Light Heavy
30. Proper use of equipment is necessary for satisfactory performance and lasting service. Study Panel F on *How to Operate a Food Mixer*.	29. For heavy mixtures For light mixtures

PANEL F

HOW TO OPERATE A FOOD MIXER

CAUTION: Instructions given below are general. Read and follow the manufacturer's directions carefully.

WHAT TO DO	HOW TO DO IT
1. Place bowl	1. Select appropriate size bowl. Place bowl on bowl support. (Be sure the lugs fit over the retaining pins on each side of bowl support and then clamp.) If the 30-quart bowl is used, an adapter will need to be placed over the bowl support of the mixer before the bowl is put in place.
2. Fill bowl	2. Place ingredients in bowl as recipe directs (1/2 to 2/3 capacity for best results).
3. Select beater	3. Choose agitator appropriate for desired use. Be sure you have the proper agitator for the size bowl you are using.
4. Insert beater	4. Insert shaft of agitator onto beater shaft. Fit slot in agitator shaft over pin extending from hub and adjust until it is in the locked position.

WHAT TO DO	HOW TO DO IT
5. Raise bowl	5. Raise bowl into position by means of bowl raising wheel or lever. Agitator should not touch bowl.
6. Start machine	6. For belt driven machine, adjust speed control and switch to "on" position. For gear driven machine, be sure gear is in neutral--push it away from you. Press start button and set gear to speed required by recipe. It is advisable to start at speed 1, then adjust to higher speeds if necessary. For gear driven machine, always put clutch lever into neutral before changing speeds. Beat or mix the required length of time.
7. Stop machine	7. For belt driven machine, switch to "off" position. For gear driven machine, shift to neutral gear and push "stop" button.
8. Lower bowl	8. Use bowl raising wheel or lever to lower bowl.
9. Remove beater and food	9. Remove beater by turning it around until the pin on the hub slips out of the slot in the beater shaft. Remove bowl.

31. Is the bowl raised into position before or after the ingredients are added?

____

32. List the 9 steps in operating a food mixer. ** ____________	31. After
33. During the mixing process, the mixer is stopped and the bowl is lowered before scraping down the sides of the bowl. What two things are done before using a spatula to scrape the sides of the bowl? ** ____________	32. Place bowl Fill bowl Select beater Insert beater Raise bowl Start machine Mix ingredients Stop machine Lower bowl Remove beater and food
34. What needs to be done before you scrape the sides of the bowl? ** ____________	33. Stop the mixer and lower the bowl
35. Safe operation of a food mixer is a must. Never scrape down the side of the bowl or loosen material on the bottom without first stopping the machine. What must always be done before scraping the bowl? * ____________	34. Stop the mixer and lower the bowl
36. When you add ingredients while the mixer is in operation, be sure to pay close attention to what you are doing or you may drop both the utensil and ingredients in the mixer. What might happen if you take your eyes away from what you are doing? ** ____________	35. Stop the machine

37. Here are some other safety practices to observe.

    a. Select the correct bowl for the type of mixture and then select correct beater or whip according to bowl size and mixture.

    b. Be sure to fasten bowl and beater or whip securely before starting the motor.

    c. Do not put hands or spoons into bowl while the mixer is in operation.

    d. Always use a rubber scraper, flexible spatula, or long-handled spoon to scrape down sides of bowl and to remove food from beater or whip.

    e. Use mixing bowls for mixing only--do not put them on the range or in the oven.

    f. If mixer is used on continuous basis, always allow time for motor to cool. Most mixers operate at a capacity load for one hour without overheating or damaging the motor.

    g. Remove agitators and attachments only when the motor has stopped.

    h. Use bowls large enough to hold the food to be mixed without danger of it slopping over onto the floor.

    i. Do not use a container too heavy for you to handle safely by yourself unless wheeled equipment is available for moving the bowl and materials.

    j. Should an overload occur, stop the machine and correct the condition before continuing with the job.

36. Might drop utensil in the mixer

38. Study Panel G (on page A-71) on How to Clean a Food Mixer before answering questions 38 and 39.

Briefly, what daily cleaning is recommended for the machine? ** ____________
for the parts? ** ____________
What weekly cleaning is recommended?
** ____________

---

39. What temperature water should be used for soaking egg mixtures or flour batters from the mixer? * ____________

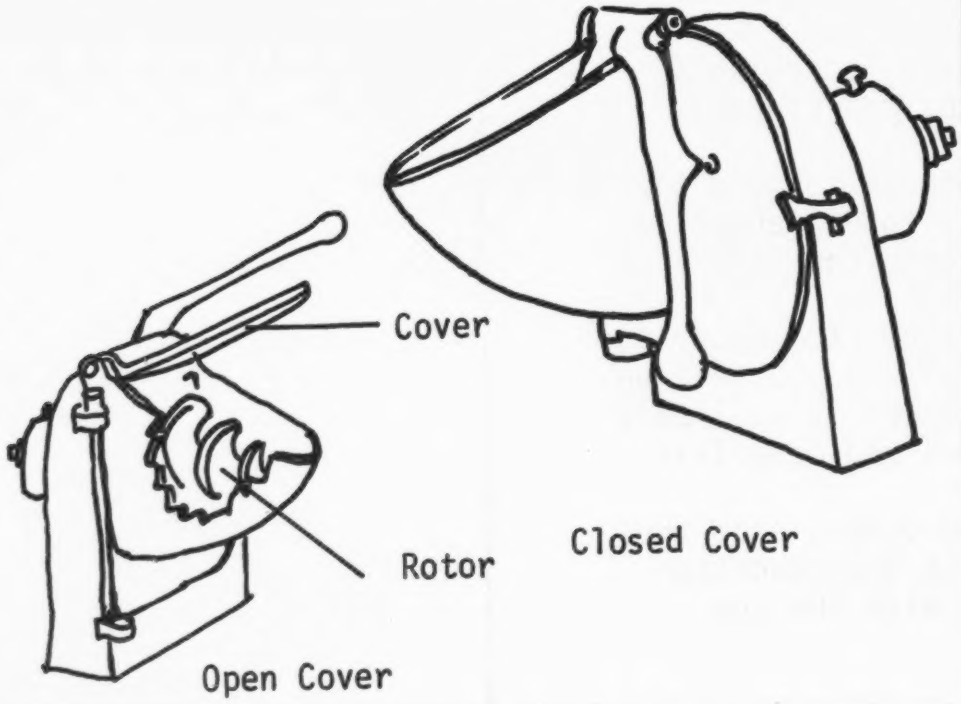
38. Clean machine daily, rinse and dry; scrape and brush out groove on beater shaft

Wash, rinse, and dry parts immediately after use

Clean entire mixer weekly in same manner as for daily cleaning

---

40. In addition to the various agitators which can be used on food mixers, there are attachments which can be used with the mixer. One of these is the vegetable hopper. The attachment shown here is the * __________.



39. Cold water

PANEL G

HOW TO CLEAN A FOOD MIXER[2]

CAUTION: Instructions given below are general. Read and follow the manufacturer's directions carefully.

WHAT TO DO	HOW TO DO IT
DAILY CLEANING:	
1. Clean machine	1. Immediately after use, clean bowl support, beater shaft, shell, and base with hot detergent solution. Rinse and dry with clean paper towels. Scrape and brush out groove on beater shaft if necessary.
2. Clean parts	2. Wash bowl and beaters immediately after using. (If egg mixtures or flours batters have been used, apply cold water before washing with hot water.) Rinse and dry beaters thoroughly and hang up to prevent bending. Rinse and dry bowls thoroughly to prevent rusting.
WEEKLY CLEANING: (to supplement daily)	
1. Clean entire mixer	1. Clean thoroughly following instructions for daily cleaning.

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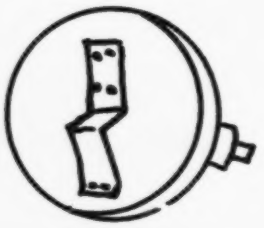
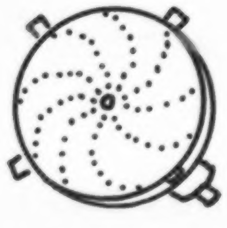
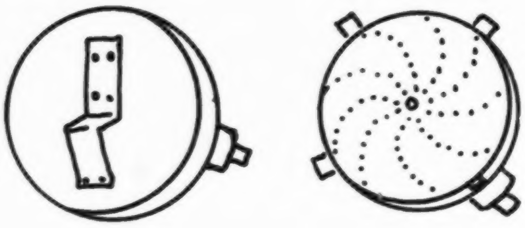
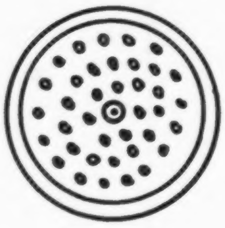
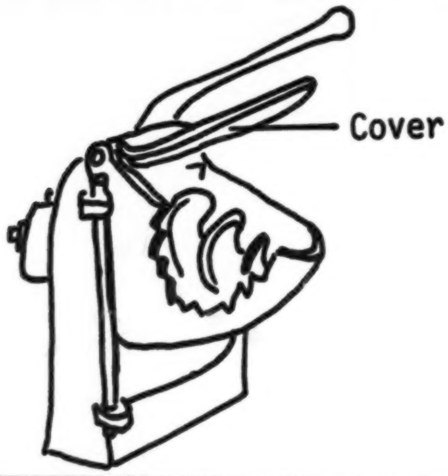
[2] U.S. Department of Agriculture. Training Course Outline on Use and Care of Equipment. Washington, D.C.: U.S. Government Printing Office. May, 1960, p. 79.

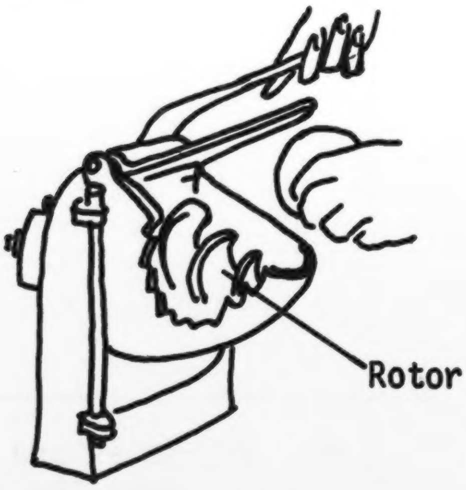
41. One of the plates which can be used with the vegetable hopper is shown in the illustration. It is called the ______ plate.  Slicer Plate	40. Vegetable hopper
42. The slicer is used to (1) slice vegetables for salads and soups, (2) slice firm fruits, such as apples for salads, and (3) slice other vegetables, such as potatoes for scalloping and cabbage for steaming. Thus, the main use of the slicer plate is *______________________	41. Slicer
43. HINT: Fasten a plastic bag to the machine to catch the food. It is easy to fill, easy to store in refrigerator, *reduces discoloration of vegetables*, and keeps food moist.	42. To slice fruits and vegetables
44. A second plate to use with the vegetable hopper is the grater plate. The plate with the curved lines of holes is the ________________ plate.  Grater Plate	
45. Obviously, the grater plate is used for grating (1) hard vegetables, such as carrots, (2) dry bread crumbs, and (3) hard cheese. The grater is used for **______________________.	44. Grater

46. What are the names of the vegetable hopper plates shown below? a. ________ b. ________  	45. Grating vegetables, bread, and cheese
47. HINT: Use a stiff brush to clean the plates. Toast bread to a golden brown before grating.	46. a. Slicer b. Grater
48. The third plate is the shredder, which comes in several sizes. How does the shredder differ in appearance from the grater? ** ____________________  Shredder Plate	
49. What do you suppose the shredder is used for? ________ Can you think of a specific food? ** ____________	48. The holes are placed all over the plate
50. HINT: Shredding onions into a plastic bag reduces eye and nose irritation.	49. Shredding Cabbage or any firm vegetable

51. The purpose of the vegetable hopper cover is to force the food through the hopper. When shredding, use light pressure to prevent mashing of vegetables. What kind of pressure should be used when shredding? __________ Why? ** ______________



52. The rotor or auger in the hopper turns to force the food through the plate. What might happen if you add food while the rotor is in motion? * __________ What safety precaution could you give in regard to adding food to the hopper? ** ______________



51. Light

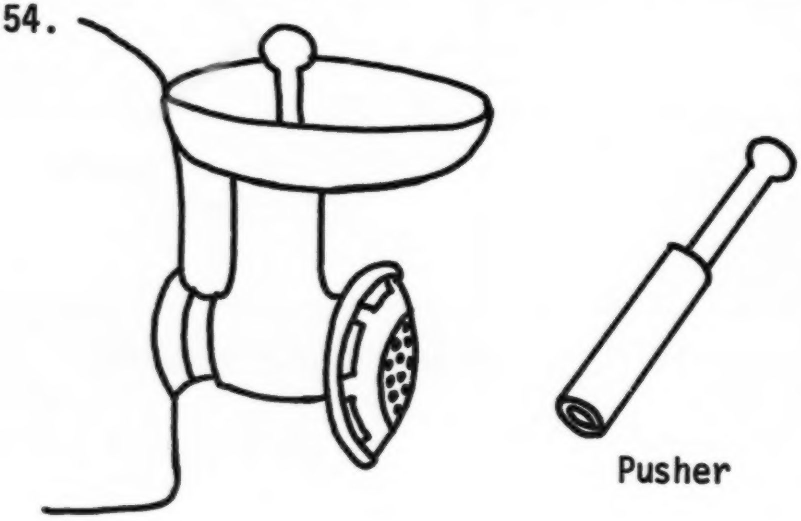
To prevent mashing of vegetables

53. The three plates which can be used with the hopper are the __________, __________, and __________.

52. Finger might get caught in hopper

Never put your fingers into the hopper while the rotor is revolving!

54.



Meat and Food Chopper

Refer to illustration. Another attachment which can be used on the food mixer is the *________________.

53. Slicer

Grater

Shredder

---

55. The chopper is used for chopping or grinding meats for croquettes, loaves, and meat patties. It can be used also to chop vegetables, dry fruits, cheese, dry bread, and hard cooked eggs. Foods which can be chopped with the chopper are ________, ________, ________, ________, ________, ________.

54. Meat and Food Chopper

---

56. The most important safety precaution to observe when using the meat and food chopper is to use the stomper or pusher--never your hands--to push the food through the chopper. What should never be done when using a meat and food chopper attachment? *____________

55. Meat

Vegetables

Fruits

Cheese

Bread

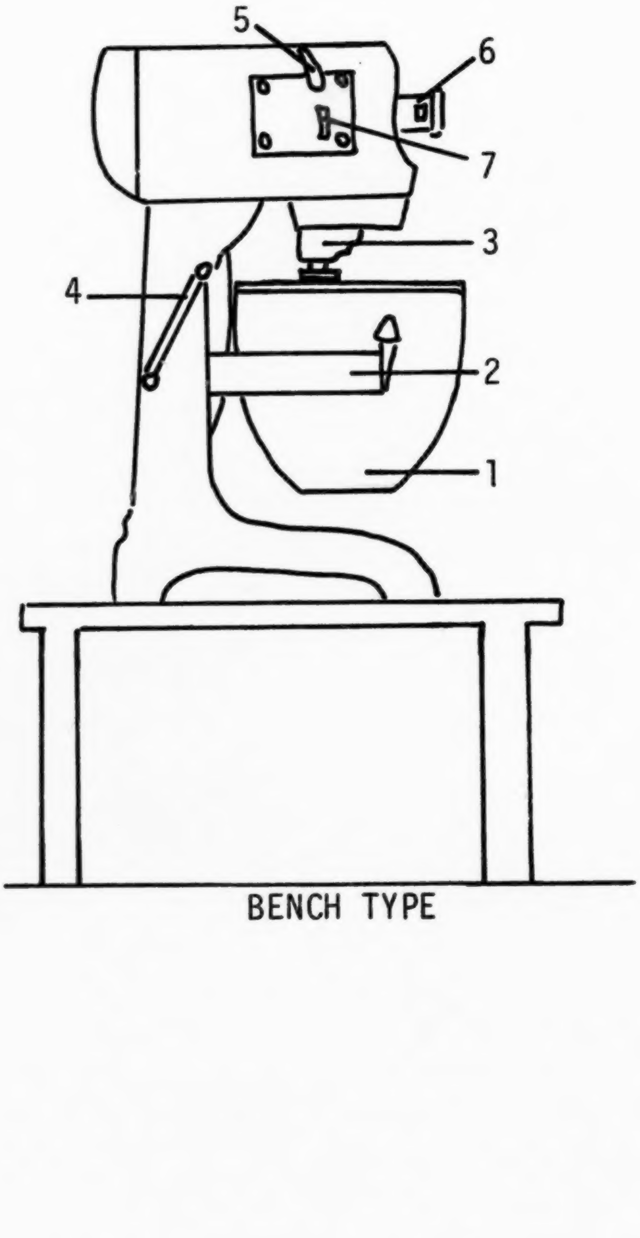
Hard cooked eggs

---

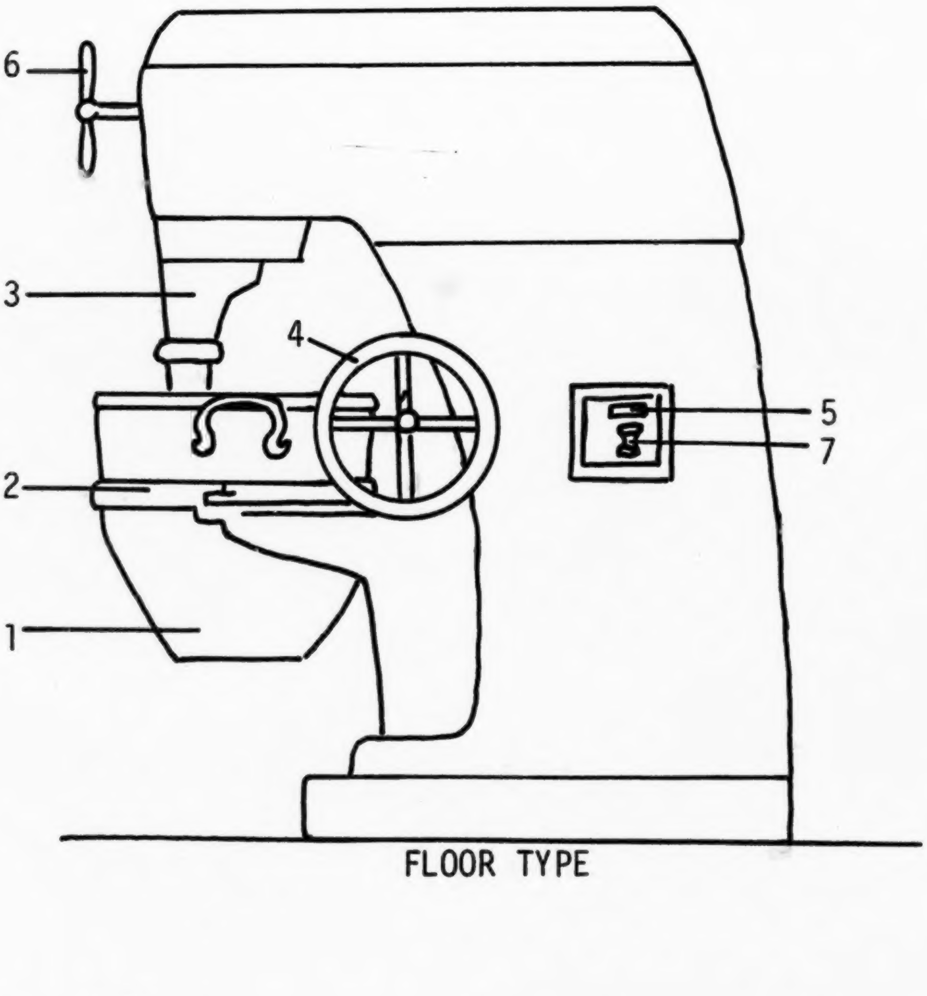
57. After use, parts of the chopper should be disassembled and washed with hot water and a mild detergent to prevent growth of bacteria. Why is it important to clean the chopper thoroughly after use? ** ____________________	56. Push food or meat through the chopper WITH YOUR HANDS!
	57. To prevent growth of bacteria

ASK YOUR TEACHER FOR PART I OF THE UNIT IV TEST. WHEN YOU HAVE FINISHED THE TEST, GO ON TO THE REST OF THIS UNIT.

PANEL E



BENCH TYPE



FLOOR TYPE

Home Economics
Instructional Materials Center
Lubbock, Texas

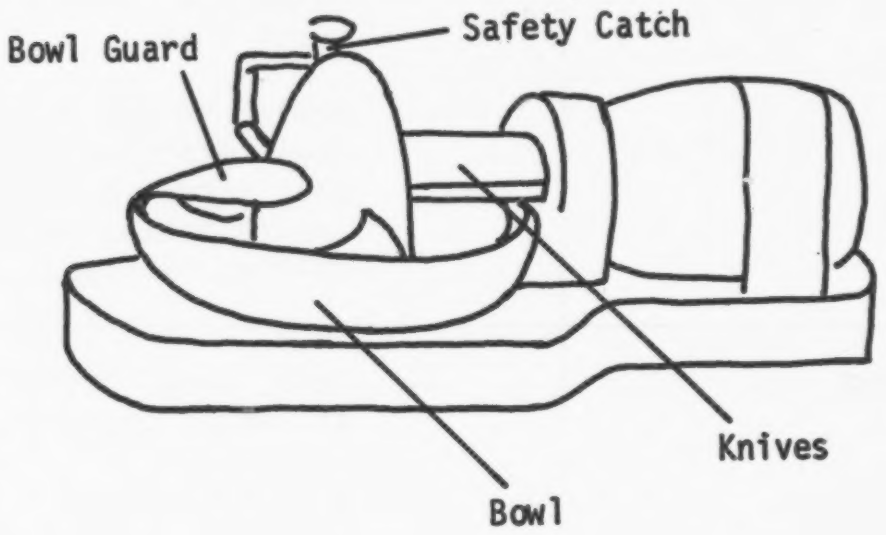
IV-4

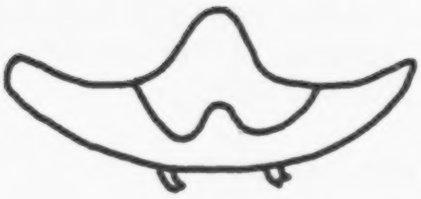
UNIT IV-4

DIETARY FOOD SERVICE EQUIPMENT

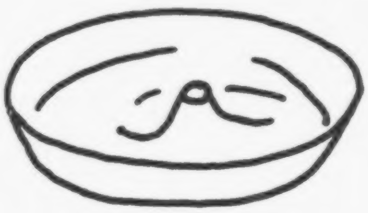
SUBJECT:	Food Cutter or Chopper
TASK:	Uses, cares for, and safely operates dietary food service equipment
OBJECTIVES:	Be able to (1) identify parts of the food cutter or chopper (2) describe procedures for operation and care of food cutter (3) list safety precautions related to use of a food cutter or chopper

FOOD CUTTER OR CHOPPER

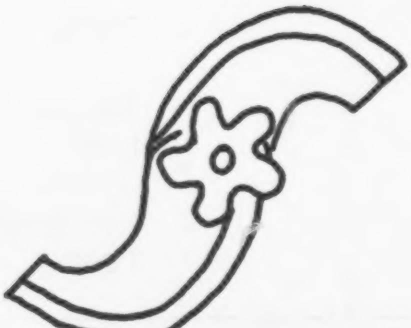




Bowl guard



Removable bowl



Knives

HOW TO OPERATE A FOOD CUTTER OR CHOPPER[3]

CAUTION: These instructions are general. Read and follow manufacturer's directions carefully.

WHAT TO DO	HOW TO DO IT
1. Inspect Cutter	1. See that machine is assembled completely with all parts securely in place. Where clamp nuts are used, see that they are turned to hold bowl guard in place.
2. Start motor	2. Push "start" button or move switch to "start."
3. Fill bowl	3. Feed food into bowl gradually. Never fill bowl over 2/3 full. Never use fingers to push food under blades. Moving in the direction opposite to bowl rotation, scrape food down with large spoon from outer edge toward bottom of bowl to insure uniform cutting.
4. Remove food	4. Push "stop" button or move switch to "stop" position. Wait for knives to stop rotating. CAUTION: Knives will continue to rotate rapidly several seconds after machine is turned off. Throw safety catch. Remove food from exposed part of bowl. Raise guard and remove remaining food.

WHAT TO DO	HOW TO DO IT
5. Prepare for next operation	5. Hold knives to prevent rotation and wipe blades cautiously. Wipe out bowl. Rinse knife guard, dry, and replace. Tighten clamp nuts and levers for next operation. Leave safety catch in disengaged operation.

SAFETY PRECAUTIONS

1. Never put hands in bowl when in use.
2. Wait until knives have stopped revolving before removing food or cleaning.
3. Do not overload bowl; fill 2/3 full.
4. Use large spoon rather than hand to guide food into cutters--move in direction opposite to bowl rotation.
5. Do not use for cutting meat with bones or gristle; to do so damages knives and gears.
6. After cleaning, make sure knives are replaced in the proper position.

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[3] U.S. Department of Agriculture. Training Course Outline on the Use and Care of Equipment. Washington, D.C.: U.S. Government Printing Office. May, 1960, pp. 59-62.

HOW TO CLEAN A FOOD CUTTER OR CHOPPER[3]

CAUTION: Instructions given below are general. Read and follow manufacturer's directions carefully.

WHAT TO DO	HOW TO DO IT
DAILY CLEANING:	
1. Remove parts	1. Push switch to "off" position. DANGER: WAIT FOR KNIVES TO STOP REVOLVING. Release safety catch holding bowl guard in place. Lift guard and remove.
2. Clean knives	2. Unscrew wingnut and remove blades from motor shaft. Clean cautiously and carefully with hot detergent solution, using dish mop or sponge with handle. Rinse and dry.
3. Clean bowl guard	3. Remove all food particles, paying particular attention to area around guard. Wash with hot detergent solution. Rinse and dry.
4. Clean bowl	4. If removable, remove and wash other parts. If fixed, wipe out food particles and clean with hot detergent solution. Rinse and dry.

WHAT TO DO	HOW TO DO IT
5. Clean parts	5. Wash small parts in hot detergent solution. Rinse and dry.
6. Reassemble	6. Replace guard. Attach bowl to base. Reattach knife blades to shaft. Drop guard into position.
7. Clean under surface	7. If bowl is not removable, clean under surface. Wash table or pedestal with hot detergent solution. Rinse and dry.

QUESTIONS:

1. When operating a food chopper, what two things should be checked before the motor is started?
2. How should food be fed into the machine? How full should the bowl be filled? What safety precaution should be observed when filling the bowl?
3. What can be done to insure uniform cutting?

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[3] U.S. Department of Agriculture. Training Course Outline on the Use and Care of Equipment. Washington, D.C.: U.S. Government Printing Office. May, 1960, pp. 59-62.

4. Why would it be dangerous to remove food from chopper immediately after the "stop" button is pushed?

5. What needs to be done to the chopper after the food is removed?

6. What should be used to guide food into the cutters? In what direction should food be guided?

7. Why should meat with bones or gristle not be cut in the food chopper?

8. What are the steps in reassembling the food cutter after it has been cleaned?

UNIT IV-5

DIETARY FOOD SERVICE EQUIPMENT

SUBJECT:	Coffee Urns and Coffee Makers
TASK:	Uses, cares for, and safely operates dietary food service equipment
OBJECTIVES:	Be able to (1) list parts of the coffee urn (2) describe procedure for operating the coffee urn (3) list steps in cleaning and caring for the coffee urn (4) describe procedure for using the vacuum coffee maker (5) list steps in cleaning the vacuum coffee maker

COFFEE

The ability to make good coffee is simply a matter of using the right combination of equipment, cleaning the equipment properly, and measuring the water and the coffee accurately. Coffee should be served hot and fresh. It should be sparkling clear and have a pleasing taste and aroma.

Underbrewing causes the coffee to lack body, taste watery, and have an unpleasant flavor. Overbrewing results in a bitter taste and cloudy or muddy appearance. Warmed-over coffee results in an unpleasant, rancid, or oily taste.

Coffee used in food service is ground, instant, or decaffeinated. Ground coffee is available in regular, drip, and fine grind. Regular grind coffee is used for percolaters. The drip grind is recommended for drip and vacuum coffee makers; however, the fine grind may also be used for these coffee makers. Instant coffee is powdered coffee which readily dissolves in hot or cold water and requires no special preparation. Decaffeinated coffee may be ground or instant. This coffee retains a maximum amount of coffee flavor, but it does not act as a stimulant because the caffeine has been removed.

In food service kitchens, coffee is generally made in either the coffee urn or the vacuum coffee maker. Both of these types of coffee equipment are discussed in this unit.

Coffee makers for instant coffee are also available. These may be made of stainless steel, silver, nickel, chrome, or other less durable metals. Glass and porcelain do not give off metallic flavors, but they require extra care to avoid chipping and breaking.

COFFEE URNS

Coffee urns are actually enlarged versions of the home drip coffee makers and are used where large amounts of coffee are needed. Urns are available in many sizes and make up to 125 gallons of coffee. Two smaller urns are generally better than one large urn because the coffee may then be made alternately to insure plenty of fresh coffee.

A good coffee urn is one that has been designed for quick cleaning and easy assembly of parts. It should have a minimum number of parts.

A filter should be provided which insures a clear cup of coffee. Among the filters often used are: (a) paper or cloth filters, (b) perforated plates, and (c) wire screens. The paper or cloth filters, if used correctly, will produce a clear cup of coffee. The perforated plates and wire screens will vary in the quality of the coffee produced.

The steps for making coffee in an urn are:

* Rinse urn thoroughly with hot water before using.

* Fill urn with fresh cold water.

* Turn on heat.

* Carefully place clean filter into urn basket or fit clean bag into urn.

* Pour correct amount of dry coffee into filtering device, spread evenly, and add water.

> If urn is not self-pouring, release a gallon of boiling water into a container and pour over dry coffee with a steady circular motion. Continue to add water until correct amount is in the urn. Generally the water level is determined by the gauge.
>
> If urn is self-pouring, allow steam pressure to force hot water over dry coffee through a nozzle head, watching water gauge to determine the amount of water being added.

* Hold temperature at 185° F. for amount of time required for coffee to brew.

* Remove bag of grounds from the urn, dump the grounds immediately, wash bag thoroughly, and soak in cold water.

* Release a gallon of coffee from the urn and pour back into the top of the urn, giving a mixing action to produce a unified blend.

* Check temperature gauge again, maintaining a temperature of 185° F. until served.

The proper cleaning of equipment is necessary in order to produce a cup of coffee of high quality. Deposits in the equipment ruins the flavor. Some of these deposits are not visible, but they are in the form of a thin film of oil which can cause an "off-flavor" in the coffee. Proper cleaning supplies and equipment should be used, and cleaning should be done by an experienced employee.

The areas of the urn which require special emphasis in cleaning are faucets, glass gauges, urn bags, and metal filter baskets. The following method may be used in cleaning a coffee urn immediately after each brewing:

Brush inside walls well, using hot water.

Rinse urn until hot water runs clean and clear.

Rinse inside of cover.

Unscrew top of glass gauge, brush, and rinse.

Remove and clean cap at end of the faucet; scrub the pipe leading from center of urn. If faucet has no caps, take it apart.

Scrub spigot and rinse thoroughly with hot water.

Place several gallons of fresh water in urn; leave cover slightly ajar.

Empty and rinse urn before using.

More thorough cleaning of the urn usually is done twice a week, using this procedure:

Fill outer jacket 3/4 full of water, turn on heat.

Fill urn jar 3/4 full of water and add cleaner according to manufacturer's directions.

Use long thin brush and cleaner on gauge, faucet, pipes, plugs, and other parts.

Take the faucet apart, clean well, rinse thoroughly, and reassemble.

Scrub and rinse inside of urn three or four times with hot water, continuing until all traces of cleaning solution are removed.

Check spray heads to see that all holes are open, using stiff wire to open.

Leave a few gallons of fresh warm water in urn until next use (cold water may crack hot liner).

Empty urn and rinse before use.

Some pointers to keep in mind when cleaning filters, urn bags, and baskets are:

Rinse new bags or cloth filters with water at 140° F. to remove sizing.

Rinse in hot water after use (do not use soap, bleach, or detergent).

Store in a clean container of fresh cold water, when not in use, to prevent urn bags or filter cloths from becoming rancid or picking up food odors.

Replace bags or filter cloths if undesirable odor persists.

Rinse urn basket after each use and clean thoroughly at end of day.

Scour with cleaner and stiff brush. Never use steel wool or abrasive.

Rinse urn basket thoroughly after cleaning.

Guard against pits and scratches which catch dirt or coffee deposits.

VACUUM COFFEE MAKERS

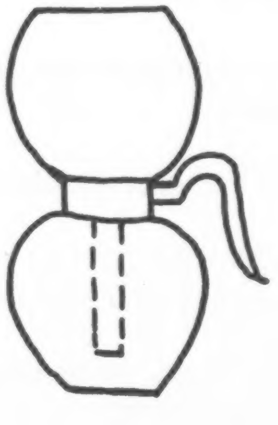
The steps for making coffee with vacuum coffee makers are:

* Fill the lower bowl to correct level with fresh cold water; place on heat.

* Rinse clean filter cloth in cold water; place over filtering device in top bowl.

* Pour measured coffee into top bowl.

* Place top firmly into lower bowl when water begins to boil and twist slightly.



Vacuum Coffee Maker

* Allow water to be forced up into top bowl.

* Stir water for 30 seconds and allow two to four minutes contact time.

- * Reduce heat to create vacuum in bottom bowl, pulling brew down through the filter.
- * Remove upper bowl when complete.
- * Set brew over heat to maintain 185° F. temperature.

Vacuum coffee makers should be cleaned after each use. A brush may be used to scrub all parts of the top and lower bowl. Rinse the bowls, filter parts, and filter cloths thoroughly. Keep filter cloth in cold water when not in use. Twice a week all parts should be soaked in a cleaner. Scrub and rinse well until all coffee deposits are removed.

QUESTIONS:

Certain equipment and supplies are needed in cleaning a coffee urn. In items 1-3, select the appropriate letter indicating the frequency of use for each. The letters should be used more than one time.

EQUIPMENT AND SUPPLIES	FREQUENCY OF USE
1. Cleaner	a. After each use
2. Brushes	b. Twice weekly
3. Hot water	

Write the letter of the phrase that best completes the sentence.

4. New coffee urn bags or cloth filters should be rinsed with water at 140° F. to
   a. kill bacteria.
   b. remove sizing.
   c. make colorfast.

5. After using a cloth or bag filter in the urn,
   a. rinse in hot water.
   b. rinse in strong bleach.
   c. do not rinse.

6. To prevent bag or cloth filter from becoming rancid
   a. hang on line in fresh air.
   b. store in clean container with fresh cold water.
   c. soak in water to which detergent has been added.

7. Urn bags or filters should be replaced
   a. when they become stained.
   b. after each use.
   c. when undesirable odors persist.

8. The urn basket should be cleaned at the end of the day with
   a. an urn cleaner and a stiff brush.
   b. steel wool.
   c. an abrasive cleaner.

9. The vacuum coffee maker should be cleaned after each use with
   a. bleach and hot water.
   b. abrasive cleaner and a brush.
   c. brush and hot water.

10. The vacuum coffee maker needs to be cleaned twice weekly by
   a. soaking all parts in a cleaner.
   b. scrubbing with steel wool.
   c. soaking in a strong bleach.

11. The urn should be filled with
   a. hot tap water.
   b. fresh cold water.
   c. distilled water.

12. A good cup of coffee requires, among other things,
   a. level standard measurements.
   b. heaping measurements.
   c. a person who estimates well.

13. Boiling water should be poured over the coffee grounds with a
   a. quick, up and down motion.
   b. slow, back and forth motion.
   c. steady, circular motion.

14. Coffee in the urn should be held at a temperature of
   a. 212° F.
   b. 185° F.
   c. 140° F.

15. Used coffee grounds should be
   a. dumped immediately after coffee is brewed.
   b. set aside for second use.
   c. left in the urn until it is ready to clean.

16. Drawing or releasing a gallon of the brewed coffee and pouring it back into the urn is done to
   a. cool off the brewed coffee.
   b. improve flavor by adding air.
   c. improve flavor by giving a unified blend.

17. The lower bowl of the vacuum coffee maker is filled to the correct level with
   a. fresh, cold water.
   b. boiling water.
   c. carefully measured coffee grounds.

18. Filter cloths for coffee makers should be
    a. rinsed in detergent and bleach.
    b. rinsed in cold water.
    c. rinsed in strong soda solution.

19. Filter cloths are placed over the filtering device in the
    a. lower bowl of the vacuum coffee maker.
    b. both bowls of the vacuum coffee maker.
    c. top bowl of the vacuum coffee maker.

20. When the top bowl is placed on the lower bowl of the vacuum coffee maker, the water in lower bowl should be
    a. boiling.
    b. hot.
    c. cold.

21. Water from the lower bowl is forced up into the top bowl by
    a. heat.
    b. cold.
    c. gravity.

22. When the water has been in contact with the coffee for the correct length of time, one should
    a. remove the filter.
    b. increase the heat.
    c. reduce the heat.

23. The brewed coffee will return to the lower bowl of the vacuum coffee maker because of the
    a. density of the brew.
    b. vacuum created in the lower bowl.
    c. temperature in the lower bowl.

24. After the coffee returns to the lower bowl, the upper bowl should be
    a. left in place.
    b. removed.
    c. twisted slightly to be sure it fits tightly.

25. The brewed coffee should be set over heat to maintain a temperature of
    a. 140° F.
    b. 160° F.
    c. 185° F.

UNIT IV-6

DIETARY FOOD SERVICE EQUIPMENT

SUBJECT:	Individual Toaster
TASK:	Uses, cares for, and safely operates dietary food service equipment
OBJECTIVE:	Be able to list procedures for using and caring for a small electric toaster

Parts of the Toaster

The small electric toaster is a commonly used electrical appliance in hospitals and nursing homes. The essential parts of the toaster include:

1. a heating element, which is insulated within a frame.
2. an appliance cord, which carries the current from the branch circuit.

Toasters vary in convenience features, such as removable crumb trays, toast ejectors, and regulators for degree of brownness.

Cleaning Procedures

The toaster should be kept clean by wiping off the outside with a soft damp cloth. If the toaster is greasy, use a non-abrasive cleaning compound. The compound or water should not touch the electrical element. The crumb tray should be cleaned daily, observing the safety precautions listed below.

Safety Precautions

- Always disconnect the cord when cleaning the toaster.
- If a piece of bread becomes lodged inside, always disconnect the cord before attempting to remove the bread.
- Be sure your hands are dry when operating the toaster.

QUESTIONS:

Write the letter of the correct answer on your answer sheet.

1. An essential part of the toaster is
   a. the heating element which is insulated in a frame.
   b. a series of transistors.
   c. an extension cord.

2. Convenience features of toasters include
   a. regulators for degree of brownness.
   b. removable crumb trays.
   c. toast ejectors.
   d. all of these.

3. Toasters should be kept clean by wiping off the outside with
   a. a soft, damp cloth.
   b. a rough, dry cloth.
   c. an oil treated cloth.

4. If the toaster is greasy, clean it with
   a. a steel wool pad.
   b. a non-abrasive cleaner.
   c. a scouring powder.

5. The cleaning compound or water should not touch the
   a. regulator.
   b. crumb tray.
   c. electrical element.

6. When cleaning or working with the toaster, always
   a. be sure it is turned off.
   b. check the regulator.
   c. disconnect it.

7. When operating the toaster, be sure hands are
   a. dry.
   b. wet.
   c. oiled.

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UNIT IV-7

DIETARY FOOD SERVICE EQUIPMENT

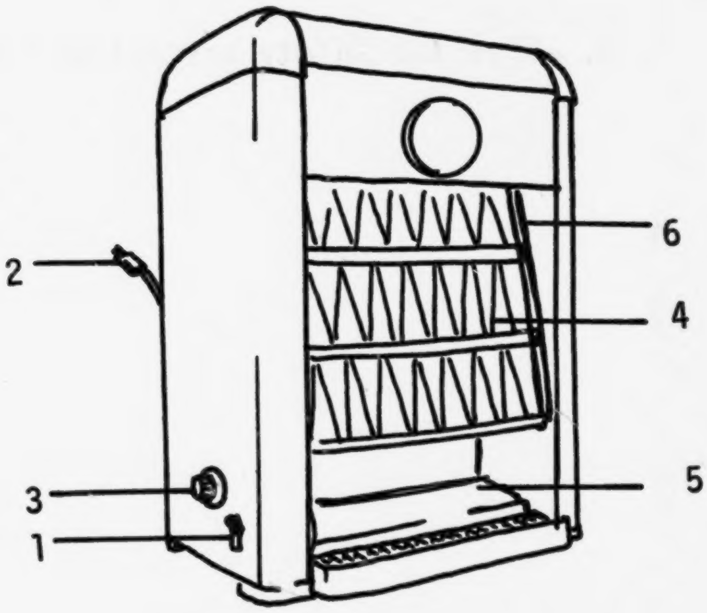
SUBJECT:	Conveyor Toasters
TASK:	Uses, cares for, and safely operates dietary food service equipment
OBJECTIVE:	Be able to describe procedure for operating and caring for conveyor toasters

Conveyor toasters are used for toasting large amounts (approximately one loaf) of bread at a time. Following are instructions for the safe operation and care of toasters:

OPERATION

ELECTRIC:

1. Set starter switch (1) at off.
2. Plug in electric plug (2).
3. Turn starter switch (1) on and off to be sure conveyor (6) runs smoothly.
4. Set thermostat dial (3) at 7.
5. Preheat for 20 minutes.
6. Test run a few slices of bread.
7. Adjust thermostat dial (3) as needed.
8. Place bread in toast baskets (4).



CONVEYOR TOASTER

CARE	SAFETY
DAILY: 1. Wipe outside. 2. Remove crumbs. 3. Remove toast chute (5) and clean base. MONTHLY: 1. Use non-abrasive cleaning compound on outside. 2. Boil baskets.	Keep fingers clear of elements as toaster is loaded. Remove plug from electrical outlet when toaster is not in use.

QUESTIONS:

1. What daily cleaning should be given to the toaster?
2. What kind of cleaning compound should be used on the outside of the toaster for monthly cleaning?
3. Give two safety precautions to observe when using a conveyor toaster.

UNIT IV-8

DIETARY FOOD SERVICE EQUIPMENT

SUBJECT: Refrigerator (Household Size)

TASK: Uses, cares for, and safely operates dietary food service equipment

OBJECTIVES: Be able to (1) give procedure for proper care of the refrigerator
(2) recognize trouble signals in refrigerators

A refrigerator cools foods and keeps them cool. It helps to prevent spoilage of left-over food by removing the heat as soon as possible. It also serves to chill those foods which taste better when eaten cold. In addition to the household size refrigerators, hospitals and nursing homes use both walk-in and reach-in refrigerators. Smaller refrigerators may be located away from the regular food service area. They are then used for convenience in serving between meal nourishments to patients.

Suggestions for Storage in the Refrigerator

Temperatures vary in different parts of the refrigerator. These variations are due to the circulation of air near the cooling coils. It is important, then, that refrigerators not be crowded. Containers should be placed so that circulation of air is not hampered.

Guidelines for Proper Storage in Different Areas of the Refrigerator

COLD	COLDER	COLDEST	FREEZING COMPARTMENT
Raw fruits Vegetables	Cooked meats Eggs Butter Cooked foods containing any of above ingredients	Milk Cream Raw meat, fish, poultry	All frozen foods, desserts to be frozen

Hints for Best Refrigeration of Foods

1. Containers should be dry and covered before they are placed in the refrigerator.
2. Doors should be opened only when necessary. Outside air carries moisture and will cause frost to form.
3. Hot food should be placed in refrigerator to speed cooling.
4. Do not obstruct mechanical units. Place food so that it does not crowd cooling unit. Keep rags, aprons, and trays off equipment enclosure.

Care of Refrigerator

DAILY:

1. Wipe spilled foods.
2. Wipe door gaskets.

NOTE: Do not use vinegar, salt, or caustic (any chemical that burns or eats away) in cleaning solutions. To prevent odors, rinse with baking soda solution.

AS NEEDED:

1. Wash shelves and walls, using warm water and detergent. Rinse with water to which a sanitizer has been added and wipe with a clean, dry cloth. Do not use ammonia or scouring pads.
2. Defrost when frost is 1/4 inch thick on coils or other parts of interior. If necessary, see manufacturer's directions for specific instructions.

Safety Precautions

Do not attempt to adjust, repair, or lubricate any electrical or mechanical parts of refrigerators. If these parts are not performing properly, notify your supervisor.

Trouble Signals to be Reported to Head Dietitian Include:

1. Excessive cooling indicated by frosting on coils
2. Unusual noises or vibrations
3. Failure to operate or maintain temperature

QUESTIONS:

Fill in the blanks:

1. When storing food in the refrigerator, it is important to place items so that air may ______________ freely around containers.

2. In order to prevent refrigerated food from drying out, all containers should be _________.

3. Opening the door of a refrigerator only when necessary helps prevent _______________ formation.

4. Raw meats, fish, and poultry should be stored in the _______ part of the refrigerator.

5. Frost should be removed when it has built to a _____ inch thickness.

6. Door gaskets should be wiped clean _____________.

7. A solution of ______________ may be used to help prevent odors in the refrigerator.

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UNIT IV-9

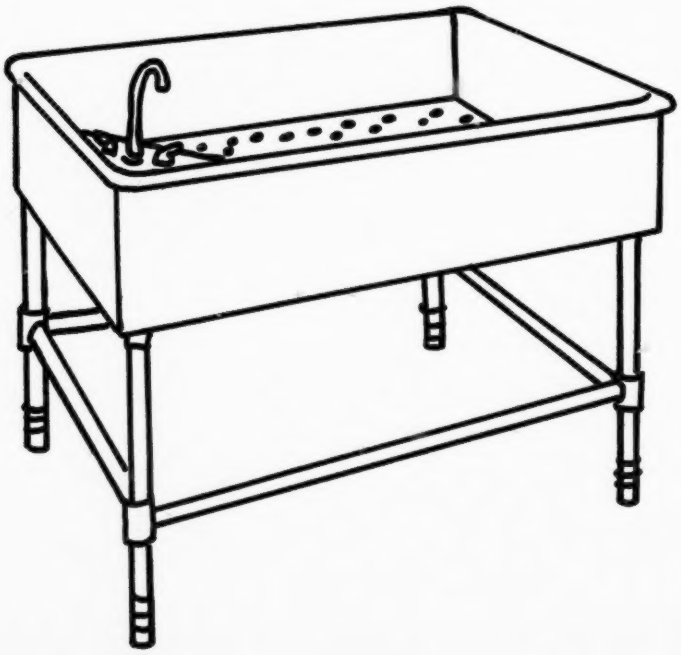
DIETARY FOOD SERVICE EQUIPMENT

SUBJECT: Cold Food Server

TASK: Uses, cares for, and safely operates dietary food service equipment

OBJECTIVE: Be able to describe use and care of the cold food server

The cold food server is usually made of stainless steel and is sometimes called an ice bain-marie. It may be either stationary or portable. The purpose of this server is to keep cold food chilled. Before serving time the perforated inner liner is filled with crushed ice. The cold food is placed on this bed of crushed ice. As the ice melts the water drips into the lower container.



BAIN-MARIE

The cold food server must be cleaned completely each day. Water is removed by means of a drain in the bottom and is carried away through a drain pipe. The ice is removed and the entire cold food server is washed with a detergent solution and a clean cloth. The perforated metal liner is easily removed for complete cleaning. The hospital or nursing home will have its own recommendation for a sanitizing product to use. The entire food server should then be completely rinsed and wiped dry. The cleaning of the cold food server may be the responsibility of the dietitian aide.

QUESTIONS:

Fill in the blanks:

1. The cold food server keeps food chilled by the use of ______________.

2. The cold food server is cleaned daily with a ______________ solution.

UNIT IV-10

DIETARY FOOD SERVICE EQUIPMENT

SUBJECT: Steam Table

TASK: Uses, cares for, and safely operates dietary food service equipment

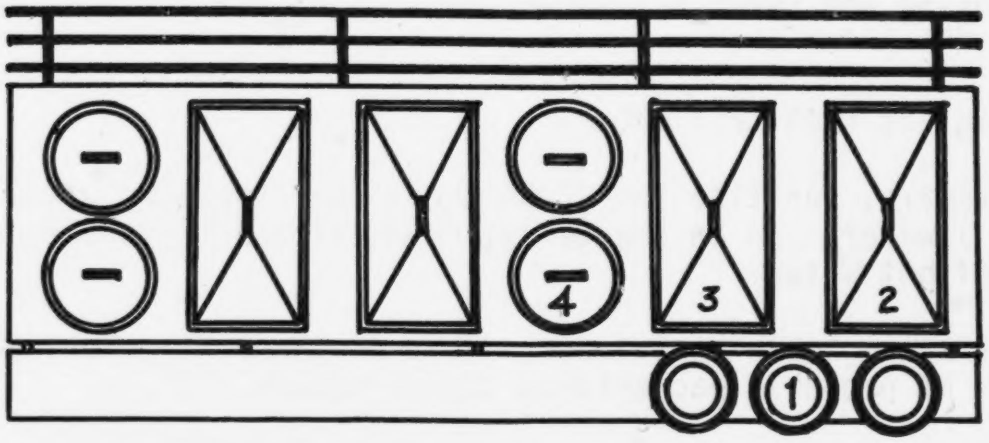
OBJECTIVES: Be able to (1) outline steps used to set up and operate a steam table for dietary services
(2) list sanitation techniques to use in caring for the steam table

Steam tables are used in hospitals and nursing homes as well as in other food service establishments. In many instances, foods must be cooked in advance of serving time and kept hot, ready for immediate service or delivery. Use of the steam table keeps these foods hot.

Setting up the Steam Table

Food should be arranged on the steam table in the order in which it will be placed on the plate. (See illustration for proper arrangement.) This will aid in serving food rapidly.

STEAM TABLE



(1) Plates; (2) Meat; (3) Potatoes; (4) Vegetables

If the steam table is to be operated at maximum efficiency, certain principles should be remembered:

1. Water in the steam table tank should be kept at a degree of heat which will hold the food at a minimum temperature of 140° F. throughout. Under these conditions, the steam table acts as a control over germs. If the temperature drops too low, however, the steam table affords ideal conditions for germs to grow--moisture, warmth, and food.

2. Water should be held at the proper temperature because foods become over-cooked and dry if water boils or gives off excessive amounts of steam.

3. Containers should be covered when placed on the steam table and remain covered until time to serve.

4. The water pan should be filled with hot tap water to save time and fuel.

Cleaning and Sanitation of Steam Tables

Effective cleaning removes soil from equipment. It is important not only to be aware of proper cleaning procedures, but also to know the "when" of cleaning. In applying the principles of sanitation, the time factor cannot be overemphasized. Cleaning immediately after use reduces the length of time during which bacterial growth may occur, and it also requires less time and energy. It should be kept in mind, therefore, that if the steam table is to be cared for properly, food particles should be removed promptly after service is completed. Another pointer to remember is that the higher the kitchen temperature, the shorter the intervals should be between cleanings.

Basic Steps in Cleaning Steam Table Containers

1. Scrape and pre-rinse to remove excess soil. Be sure to clean covers as well as containers.

2. Wash, using hot (120° F.) water, detergent, stiff brush, and "elbow grease."

3. Rinse in hot (140° F.) water.

4. If necessary, sanitize the steam table containers by using hot (170° - 180° F.) water. In an emergency, chemical agents may be used in place of hot water.

5. Air dry steam table containers. This is the most effective method because of probable bacteria on drying towels.

6. Drain and clean water pan often to prevent formation of slime.

QUESTIONS:

Multiple choice:

1. Food should be arranged on the steam table according to the
    a. color combinations.
    b. order in which it will be placed on plate.
    c. order in which it will be eaten.

2. Water in the steam table should be kept at
    a. 140° F.
    b. boiling point.
    c. a temperature to hold food at 140° F.

3. In order to prevent bacterial growth, the steam table should be cleaned
    a. immediately after service is completed.
    b. after it has cooled.
    c. the same day it is used.

4. A steam table may be sanitized by using water at
    a. 120° F.
    b. 170° - 180° F.
    c. 140° F.

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UNIT IV-11

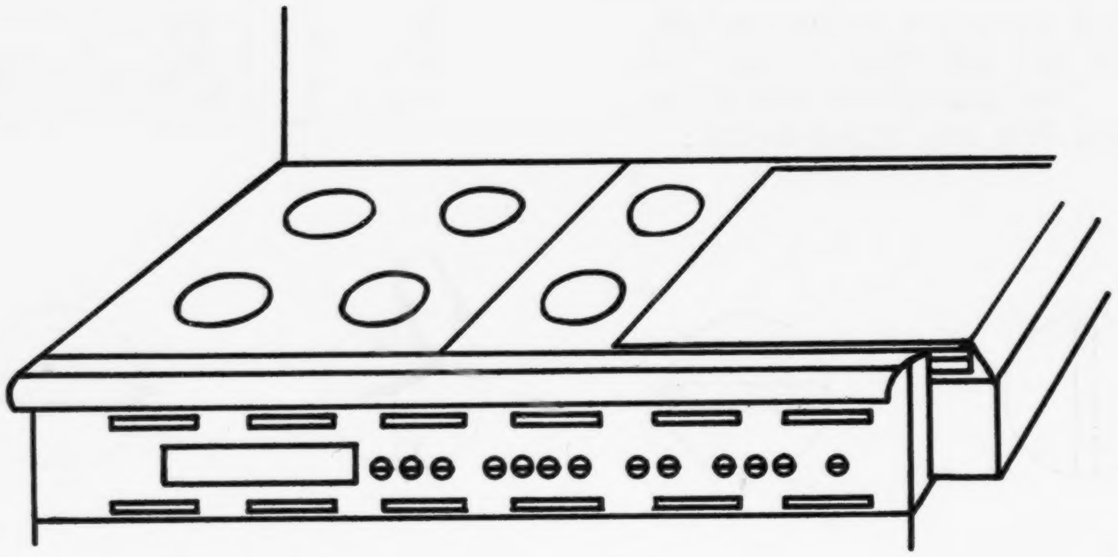
DIETARY FOOD SERVICE EQUIPMENT

SUBJECT: Electric and Gas Ranges, Hot Tops, Broilers, and Stack Ovens

TASK: Uses, cares for, and safely operates dietary food service equipment

OBJECTIVE: Be able to describe functions of and procedures for using ranges, stack ovens, hot tops, and broilers

ELECTRIC RANGE TOP



The possible settings for an electric range top are high, medium, or low. Use high only until the food starts to cook, then turn to medium or low. "Low" produces 1/4 and "medium" 1/2 as much heat as "high." If the electric range has a thermostatic control, turn the switch to the exact setting for the temperature desired.

When turning on the heat controls, adjust only those for the portion of the range top to be used. Arrange pots on a solid top so that they cover as much of the heated surface as possible. Pots on round units should cover the entire unit to make the best use of heat and to insure that the food will cook evenly. This will not only save electricity, but it will help keep the kitchen cooler. Be sure to turn the units off when the food to be cooked is removed from the range top.

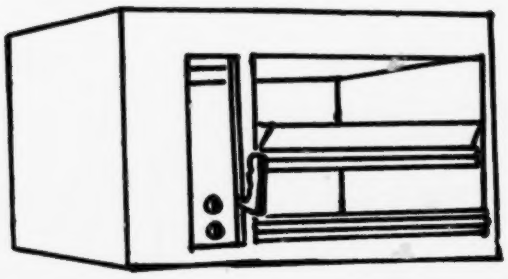
Cover pots and pans when steaming foods. This prevents burning and reduces cooking time. Wipe up immediately any food that has boiled over or spilled. Keep grease cleaned out of cracks or drip trays because it may become a fire hazard.

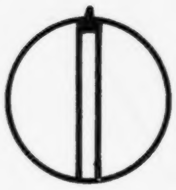
Clean solid top or round units daily using a wire brush or scraper. Wipe with a solution of hot water and detergent. Cleaning powder may be used to remove rust or spilled food. Remove and scrub drip trays with hot detergent solution. Clean sides and base with hot water and detergent solution.

Let range cool before cleaning. Do not pour water on top to cool or to wash. Do not allow water to come in direct contact with wiring or electric switch.

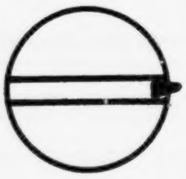
BROILER

Two electric coils are inside the top of the broiler oven, one in the front and one in the back. The racks may be adjusted by raising or lowering the lever. The temperature is adjusted by using knobs, which are pulled out and then locked into position. The positions for high, medium, and low are shown below:

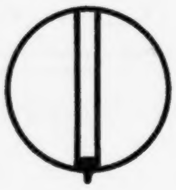




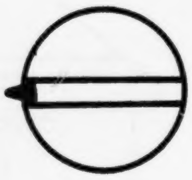
OFF



HIGH



MEDIUM

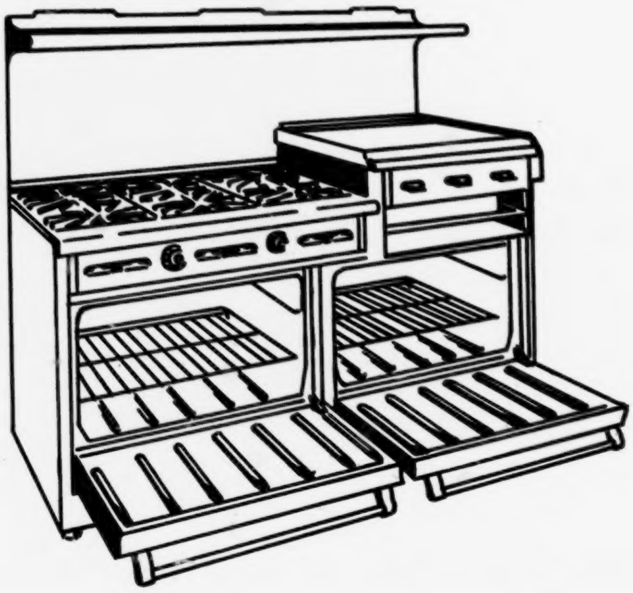


LOW

Use caution when handling hot pans, especially if they contain hot grease. Sheet pans should be handled with special caution.

GAS RANGE

On gas ranges which are equipped with a valve, the burner valve should be turned on gently. On ranges without pilots, the match is lighted before turning on the burner valve. Use a low flame for simmering and a high flame for boiling. After the boiling point is reached, turn flame down to save fuel. If open burners are used, pots should cover entire unit to make best use of fuel and to cook evenly. When using solid top burners, arrange pots to cover as much of heated surface as possible.



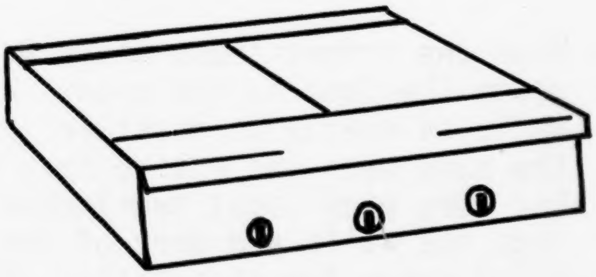
Wipe up any food that is spilled or boiled over. The range top should be cleaned daily using a brush or scraper. Always let range cool before cleaning. Wipe with a hot detergent solution, rinse, and dry. Drip trays should be removed and scrubbed with detergent solution, rinsed, and dried. The sides of the stove should be cleaned with the same solution.

Weekly care includes soaking burners in hot detergent solution. Clogged burners should be cleaned with a stiff wire or an ice pick, rinsed, and dried.

Unpainted parts of the range can be made rust proof by wiping them with a cloth dampened with cooking oil or other rust preventives. This is unnecessary for stainless steel surfaces.

HOT TOP

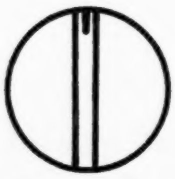
The hot top is used for any cooking that is to be done on top of the stove. It is not practical for heating large containers because it takes too long. Nor is it practical for heating milk, because the milk will usually scorch. Any spilled or burned food should be scraped off immediately.



Each burner has a control knob which is located at the front. There is also a pilot light for each burner.

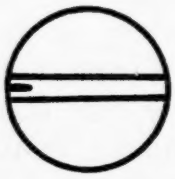
The burner is off when the pointer of the knob is in a 12:00 o'clock position:

OFF



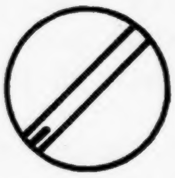
The knob is turned counterclockwise until it reaches the 9:00 o'clock position for a high flame:

HIGH



For a low flame, the pointer is turned down to about a 7:00 o'clock position:

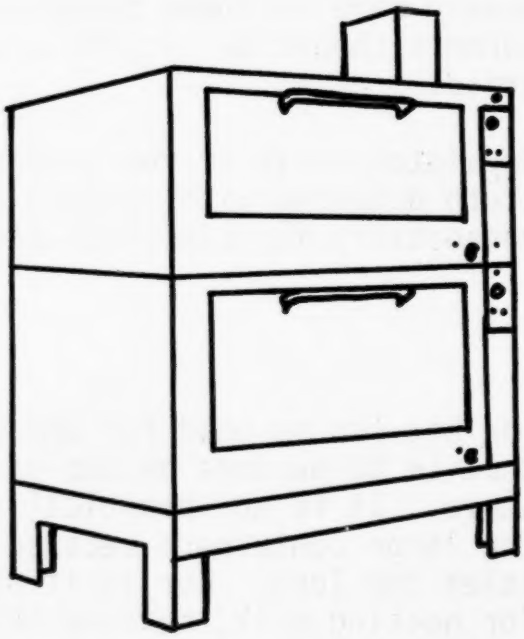
LOW



STACK OVEN

The stack oven is used for roasting, baking, and oven frying, and it may be operated by either gas or electricity.

Electric Deck Oven



The first step in heating an electric deck oven is to turn the directional heat control switch to "medium" or "high" as needed. After turning the switch on, the thermostat should be set at the desired temperature. The oven should then be allowed to preheat before food is placed in it. Remember that the oven will not preheat any faster when it is set at a higher temperature.

When the proper temperature is reached, place the food in the oven. Load the decks as evenly as possible. Place the pans over the entire deck area, but keep pans about two inches away from the walls and door of the oven to allow space for circulation of heat.

Do not rest heavy pans on the door as this may cause the door to spring and prevent it from closing tightly.

The vent control should be kept closed completely to prevent heat from escaping. Excessive opening of the door should also be avoided to prevent loss of heat and to produce a better product.

Gas Deck Oven

The first step in the operation of a gas deck oven with a pilot light is to turn on the main burner valve. If the oven does not have a pilot, the first step is to turn the thermostat as high as possible. Then the match should be lighted before turning on the main burner valve. The oven door should not be closed until the oven is lighted.

After lighting the burner, the thermostat is set at the desired temperature. Just as with the electric oven, setting the thermostat at a high temperature will not decrease the length of time necessary for preheating. When the proper oven temperature is reached, the food may be placed in the oven.

To increase the temperature on either the gas or electric oven, reset the thermostat dial and wait until the "oven ready" light goes out before loading. To lower the oven temperature, turn the thermostat about 25° F. below actual temperature required and open the oven door until the "oven ready" light goes on. Close the door and wait for the "oven ready" light to go out again before loading the oven.

Clean deck ovens daily by scraping with an oven scraper to remove deposits. Clean the interior oven walls with a damp cloth or wire brush. At intervals, clean crumbs from the return air passage. A solution of one-half household ammonia and one-half water may be used for cleaning the exterior surfaces.

QUESTIONS:

1. Draw the positions for the setting of a broiler on "high," "medium," "low," and "off."
2. When should the "high" setting on electric ranges be used?
3. On gas ranges without pilots, when should the match be lighted?
4. Draw the positions of the burner knobs for "off," "high" and "low" for a gas hot top.
5. Briefly list the three steps in heating an electric deck oven.

6. Why should one avoid excessive opening of an oven door during baking?

7. List the five steps in heating a gas deck oven without a pilot.

8. Jane forgot to turn on the oven at the time the head cook told her. When she remembered to do it, she asked Betty if it would preheat faster if she set the thermostat on high. What should Betty have told her?

UNIT IV-12

DIETARY FOOD SERVICE EQUIPMENT

SUBJECT: Knives

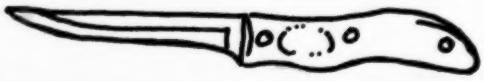
TASK: Selects proper hand utensils for particular food preparation tasks

OBJECTIVE: Be able to identify and select correct knife for a specific task

Selecting the right knife for a particular task can be a puzzling experience in most dietary kitchens. The different kinds of knives have been made for specific uses. Selection of the right knife can make the job to be done easier and can help to insure that the task will be done correctly.

Illustrations and purposes of some of the most commonly used knives follow:

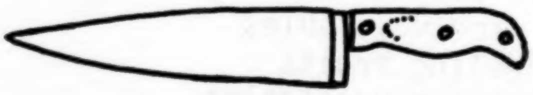
BONING KNIFE



5" to 6" blade made of stainless or carbon steel--wooden or plastic handle

disjointing fowl
separating meat from bone
dicing raw meats
coring lettuce

FRENCH KNIFE

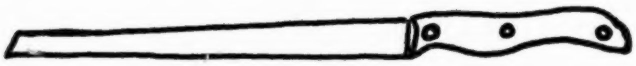


8" to 12" blade of crucible or stainless steel--wooden handle

slicing and cutting raw fruits and vegetables
slicing hot or warm meat
chopping small quantities of materials, such as parsley, onions, and nuts
dicing and mincing ingredients

HINT FOR USING: Hold point of knife on cutting board with one hand. Use other hand to lift handle of knife in an up-and-down slicing motion.

SLICER

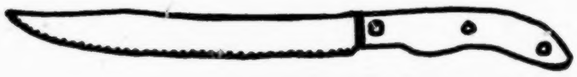


slicing tomatoes
slicing lettuce wedges
slicing roast or ham
cutting cakes or sandwiches

10" to 16" carbon or stainless steel blade which may be serrated--wooden or plastic handle

HINT FOR USING: When slicing meat, use back-and-forth sawing motion.

BREAD KNIFE

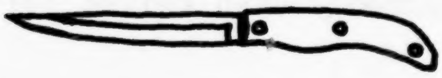


slicing bread or cake

9" blade with serrated edge

HINT FOR USING: Hold bread or cake lightly and use a sawing motion with the knife.

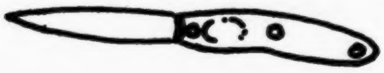
FRUIT AND SALAD KNIFE



coring lettuce
paring and sectioning fruits

5-1/2" to 6" stainless steel blade

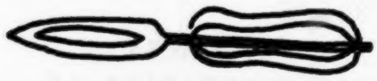
PARING KNIFE



paring fruits and vegetables
removing eyes from potatoes

3" to 3-1/2" blade of carbon or stainless steel

PEELER



slicing thin strips of fruits
  and vegetables
peeling fruits
peeling vegetables

6" floating blade

Knives which are kept sharp are both easier and safer to use. Less pressure is required when the knife is sharp and there is less danger that the knife will slip.

Practices to follow which will help to keep knives sharp are:

1. Wash knives by themselves, rather than with other utensils.
2. Place knives in the dishwashing sink with the handles together and the blades pointed in the same direction.
3. Dry each knife separately and store in knife rack or specified place in the drawer.
4. Use only for cutting and slicing, not for prying lids or cans open.

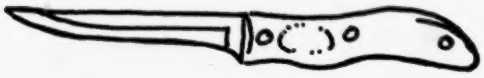
QUESTIONS:

1. Identify the knives in the illustrations on the right.

KNIVES

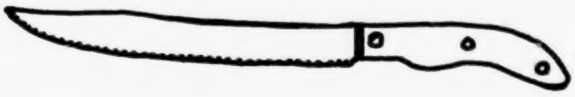
a. ______________________

a.



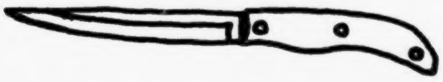
b. ______________________

b.



c. ______________________

c.

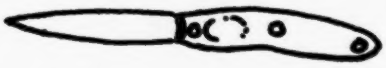


d. ______________________

d.

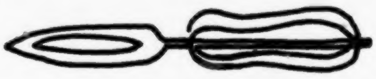
e. ______________________

e.



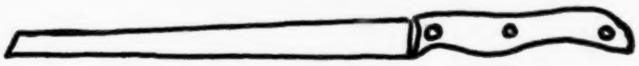
f. ______________________

f.



g. ______________________

g.



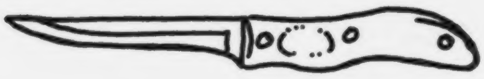
2. Write the letter of the knife illustrated that you would use for each of the tasks listed below.

FOOD PREPARATION TASKS

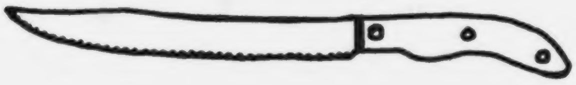
____ 1. cutting cakes
____ 2. peeling carrots
____ 3. coring lettuce
____ 4. chopping parsley
____ 5. slicing bread
____ 6. paring and sectioning fruits
____ 7. removing meat the bones
____ 8. cutting sandwiches
____ 9. slicing raw fruits
____10. paring fruits and vegetables
____11. slicing tomatoes
____12. dicing raw meat

KNIVES

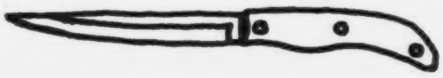
a.



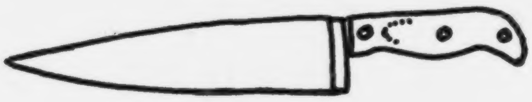
b.



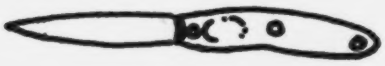
c.



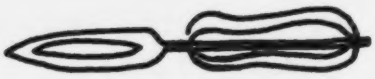
d.



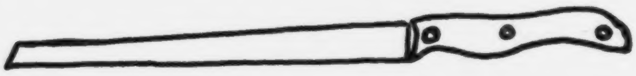
e.



f.



g.



Home Economics
Instructional Materials Center
Lubbock, Texas

UNIT IV-13

DIETARY FOOD SERVICE EQUIPMENT

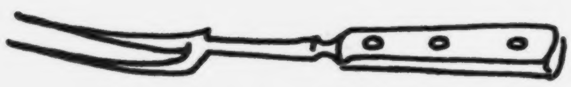
SUBJECT: Hand Utensils

TASK: Selects proper hand utensils for particular food preparation tasks

OBJECTIVE: Be able to identify and select correct hand utensil for a specific task

Can you identify all the hand utensils in the dietary kitchen where you are employed? Do you know which utensil will do the best job for the tasks you are assigned? Below are some clues as to identification and use of the hand utensils you may find in your work area.

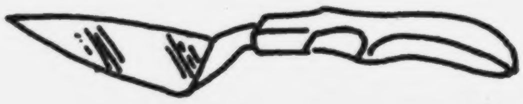
COOK'S OR UTILITY FORK



turning and handling roasts
holding meats while slicing

8" to 14" in length--steel tines riveted to wooden handle

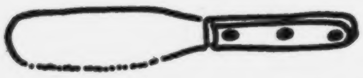
PIE KNIFE OR SERVER



removing pieces of pie from pan

6" length--flat area 4"X 2"

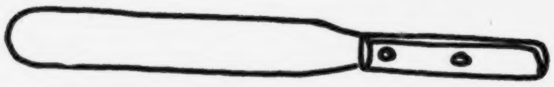
SANDWICH SPREADER



spreading fillings on sandwiches

3-1/2" blade, which may be serrated

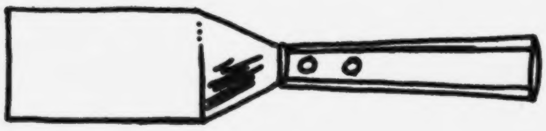
SPATULA



Varies from 8" to 12" in length--has medium flexibility

leveling ingredients in measuring spoons or cups
spreading large areas of foods

HAMBURGER TURNER



6" blade of stainless steel

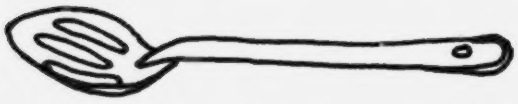
turning hamburgers or other meat patties

LADLES

Varies in size from 1 to 30 oz.

portioning liquids such as gravies, salad dressings, soups, and sauces

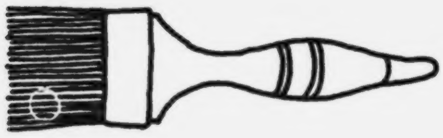
PIERCED SPOON



11" to 15" in length--stainless steel

serving foods which need to be drained

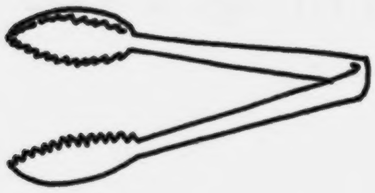
PASTRY BRUSH



Sterilized bristles held in place by rubber strip

spreading melted butter or sauce on some food product

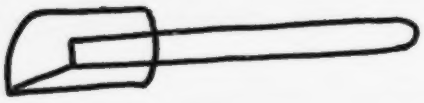
POM TONGS



9" to 12" in length

handling food products such as ice cubes and rolls, without touching with hands

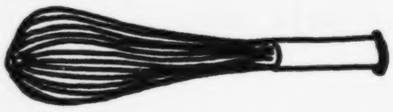
SCRAPER



9-1/2" or 13-1/2" in length--molded rubber attached to wooden handle

folding and blending ingredients
scrapping dishes, bowls, and plates

WIRE WHIP



10", 12", or 16" in length--stainless steel or chrome

stirring or whipping ingredients
incorporating air into ingredients (more effective than rotary beater or mixer)

QUESTIONS:

1. Identify the following pieces of equipment:

a. ________________

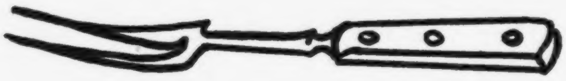
b. ________________

c. ________________

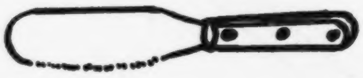
d. ________________

e. ________________

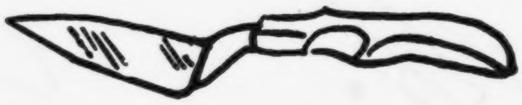
a.



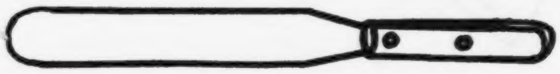
b.



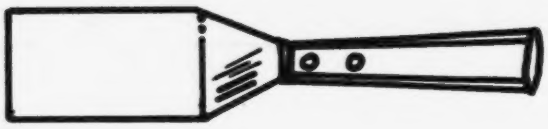
c.



d.



e.



2. Match the piece of equipment with the task.

_____1. spreading sandwiches

_____2. turning steaks or hamburgers

_____3. cutting meat loaf

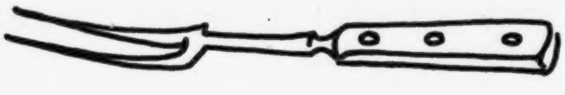
_____4. loosening food from pans

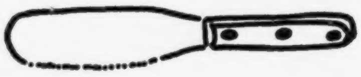
_____5. holding meat while slicing

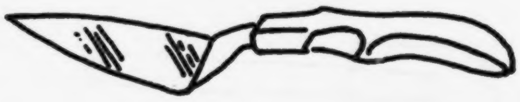
_____6. serving pie

_____7. turning a roast

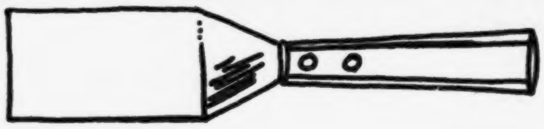
_____8. frosting cakes

a. 

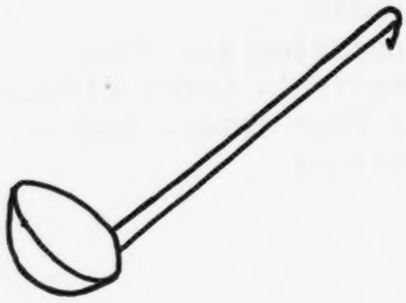
b. 

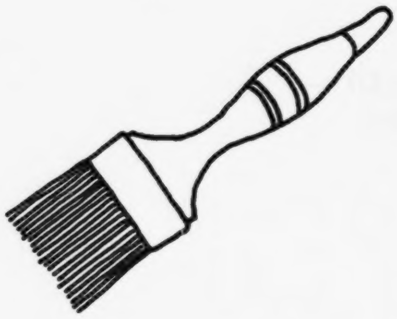
c. 

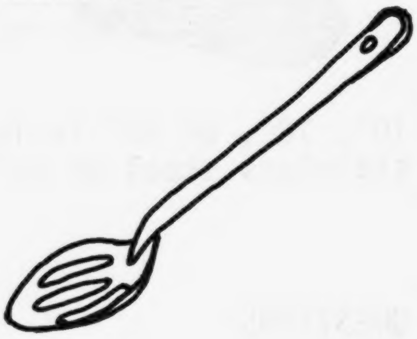
d.

e. 

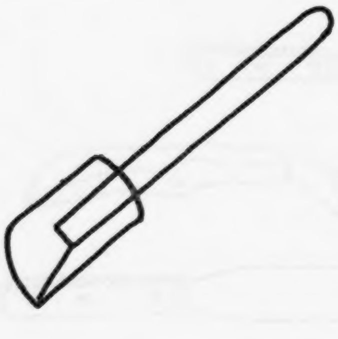
3. Identify these pieces of equipment and give their main use.

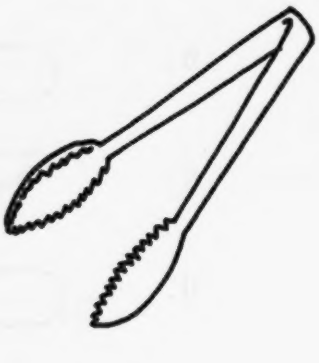


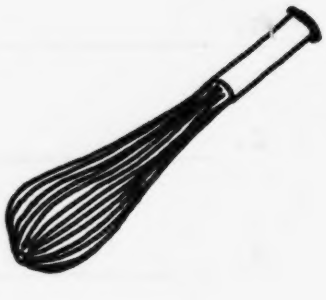




a. ________________ b. ________________ c. ________________







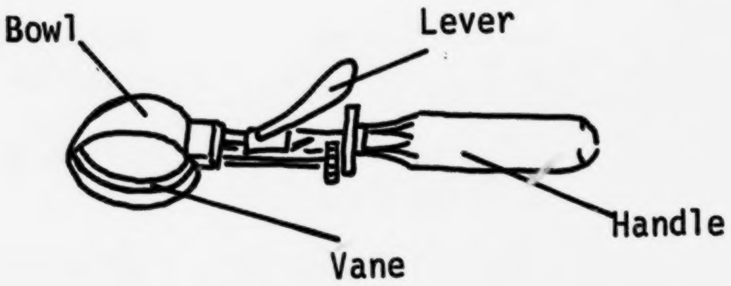
d. ________________ e. ________________ f. ________________

UNIT IV-14

DIETARY FOOD SERVICE EQUIPMENT

SUBJECT:	Dippers
TASK:	Selects proper hand utensils for particular food preparation tasks
OBJECTIVES:	Be able to (1) identify parts of the dipper (2) list procedures for care of the dipper (3) list uses for various sizes of dippers

DIPPER



Uses

The main function of the dipper is to portion food and thereby control the amount of food served. It is used also for shaping some foods.

Operation

When using the dipper, grasp the handle in the palm of the hand. Place the bowl of the dipper into the food and fill by pushing dipper against the side of container which holds the food. This insures level measurement. Do not round off or heap the dipper. Press lever on the dipper with the thumb to release food onto the plate. The vane rotates around the bowl of the dipper to aid in releasing the food.

Special Care

To clean the dipper, wash in warm detergent water. Use clear water with disinfectant added for rinsing. Drain and air-dry.

The chart below shows the uses of the various sizes of dippers and the number and sizes of portions per quart of food.

DIPPER SIZES	NUMBER OF PORTIONS PER QUART	SIZE OF PORTIONS (in oz., T., or c.)	DIPPER USES
#6	6	6 oz. or 10 T	luncheon type salads
#8	8	4 to 5 oz. or 1/2 c.	luncheon foods, meats with sauces
#10	10	3 to 4 oz. or 6 T.	pudding type desserts, ground meat for patties, some vegetables, hot cereals, meat balls
#12	12	2-1/3 to 3 oz. or 1/3 c.	meat salads, vegetables, muffin batter, some desserts
#16	16	2 to 2-1/4 oz. or 1/4 c.	muffin batter, some types of desserts
#20	20	1-3/4 to 2 oz. or 3 T.	muffin batter, cup cakes, various sauces, and gravy
#24	24	1-1/2 to 1-3/4 oz. or 2-2/3 T.	cream puffs and cookies
#30	30	1 to 1-1/2 oz. or 2 T.	drop-type cookies

QUESTIONS:

Study the diagram of the parts of the dipper. Match the letter of the dipper parts with the statements in items 1 through 4.

1. The dipper is held by the _____.
2. The food is measured in the _____.
3. The _____ rotates when the
4. _____ is pressed, releasing the food.

DIPPER PARTS

a. Vane
b. Lever
c. Handle
d. Bowl

5. Change the following portion servings from ounces to tablespoons or parts of a cup:

OUNCES	TABLESPOONS OR PARTS OF CUP
a. 6 oz.	a.
b. 4 to 5 oz.	b.
c. 3 to 4 oz.	c.
d. 2-1/3 to 3 oz.	d.
e. 2 to 2-1/4 oz.	e.
f. 1-3/4 to 2 oz.	f.
g. 1-1/2 to 1-3/4 oz.	g.
h. 1 to 1-1/2 oz.	h.

The number of ounces per serving determines the number of servings per quart. Using the table in the reading materials, match the number of ounces per serving with the resulting number of servings per quart in items 6 through 13.

OUNCES PER SERVING	SERVINGS PER QUART
6. 1 to 1-1/2 oz.	a. 8 servings per quart
7. 1-1/2 to 1-3/4 oz.	b. 16 servings per quart
8. 1-3/4 to 2 oz.	c. 20 servings per quart
9. 2 to 2-1/4 oz.	d. 6 servings per quart
10. 2-1/3 to 3 oz.	e. 12 servings per quart
11. 3 to 4 oz.	f. 24 servings per quart
12. 4 to 5 oz.	g. 10 servings per quart
13. 6 oz.	h. 30 servings per quart

14. What is the relationship between the number of servings per quart and the number of the dipper size?

15. Give the number and size of servings per quart that the following sizes of dippers will serve.

DIPPER SIZE	NUMBER SERVINGS PER QUART	SIZE IN OUNCES
a. #12		
b. #16		
c. # 6		
d. #10		
e. # 8		
f. #24		
g. #20		
h. #30		

In items 16 through 23, match the size of the dipper with the appropriate foods and serving size:

FOODS AND SERVING SIZE

16. Muffin batter, desserts
2 to 2-1/4 oz. or 1/4 c. portions
17. Pudding type desserts, meat patties, meatballs, vegetables, hot cereals
3 to 4 oz. or 6 T. portions
18. Luncheon type salads
6 oz. or 10 T. portions
19. Muffin batter, cup cakes, sauces, and gravy
1-3/4 to 2 oz. or 3 T. portions
20. Luncheon foods, meats with sauces
4 to 5 oz. or 1/2 c. portions
21. Cream puffs and cookies
1-1/2 to 1-3/4 oz. or 2-2/3 T. portions
22. Meat salads, vegetables, muffin batter, desserts, salads
2-1/3 to 3 oz. or 1/3 c. portions
23. Drop-type cookies
1 to 1-1/2 oz. or 2 T. portions

DIPPER SIZE

a. # 6
b. # 8
c. #10
d. #12
e. #16
f. #20
g. #24
h. #30

24. Suzie, dietitian aide, had been using the number 10 dipper to portion the chocolate pudding for the evening meal. The steps she should use to clean the dipper are:
a.
b.
c.
d.

UNIT IV-15

DIETARY FOOD SERVICE EQUIPMENT

SUBJECT: Measuring Utensils and Scales

TASK: Measures and weighs food

OBJECTIVES: Be able to (1) list procedures for using standard weights and measurements accurately and correctly
(2) describe procedures for use and care of scales and balances

The dietitian aide should become familiar with the procedures and measurements which are used for measuring ingredients at the training station. Selection of the proper measuring equipment is a primary factor in being able to prepare standard food products consistently. After choosing the appropriate measure for the task involved, skill must be developed in using it correctly.

Quality in food production cannot be achieved unless the amounts called for in the recipe are measured carefully. Measurements of ingredients must be level in order to be accurate. Suggestions for using measuring equipment are given in this unit.

Types of measures include:

1. U.S. Standard graduated dry measuring cups--stainless steel or aluminum preferred
    * Set or "nest" of four measures including 1 cup, 1/2 cup, 1/3 cup, and 1/4 cup
2. Liquid measuring equipment--glass or clear plastic recommended; the space at the top above the graduated measurements prevents spilling the liquids
    * 1 cup size with lines indicating 1/4 cup intervals
    * 1 pint size with lines indicating cup intervals
    * 1 quart size with lines indicating cup intervals
    * 2 quart size with lines indicating cup intervals
    * 1 gallon size with lines indicating quart intervals

3. Measuring cup for either liquid or dry ingredients--has limited use for dry ingredients because only full cup measurements can be leveled off

   * 1 cup measure with fractions indicated by ridges on the outside and grooves on the inside

4. Measuring and mixing bowl set

   * 1 cup, 1-1/2 pint, and 2 quart containers which have tapered pouring spouts

5. Measuring spoons

   * U.S. Standard graduated set including 1/4 teaspoon, 1/2 teaspoon, 1 teaspoon, and 1 tablespoon

Suggestions to be considered in using the various types of measuring equipment are:

1. Cups which have the rim above the "full cup" line and a pouring lip or spout are used for measuring liquids.
2. Cups without the rim or pouring lip are used for measuring dry ingredients and shortening.
3. Graduated spoons are used for measuring small amounts of liquid and dry ingredients.
4. Larger measures are used, whenever possible, to avoid filling the smaller measures several times.

How to Measure:

1. Flour	Sift flour before measuring to make it light and to remove any lumps. Spoon or scoop sifted flour gently into cup. Do not shake, pack, or hit the side of the measuring cup.
2. Confectioners' sugar	Measure in the same way as flour.
3. Brown sugar	Pack firmly into the measuring container (unless stated otherwise) to insure accuracy of the measurement. When loosely packed, the amounts of brown sugar vary from one measuring to the next.
4. Fats	Measure by pressing firmly into measuring container and leveling off.

5. Liquids	Place measuring cup on a flat surface and read measurement at eye level.
6. Few grains, speck, or a pinch	Use amount of the ingredient which can be held between thumb and forefinger.
7. Fractions of a teaspoon or tablespoon	Dip spoon into ingredients. Level off excess ingredients using a knife or spatula against the surface edge of the spoon. Run knife lengthwise through the center of the spoon for 1/2 spoonful and then crosswise through the center of the spoon to divide the ingredients into 1/4.

Tips to be followed in the care of measuring equipment:

1. Wash thoroughly and dry after each use.
2. Use plastic measures carefully because they warp easily and are then no longer accurate.
3. Handle glass measures carefully because they chip easily.
4. Care for measuring spoons by using them only for measuring--not for mixing or stirring.
5. Store measuring equipment carefully because bent measures are no longer accurate.

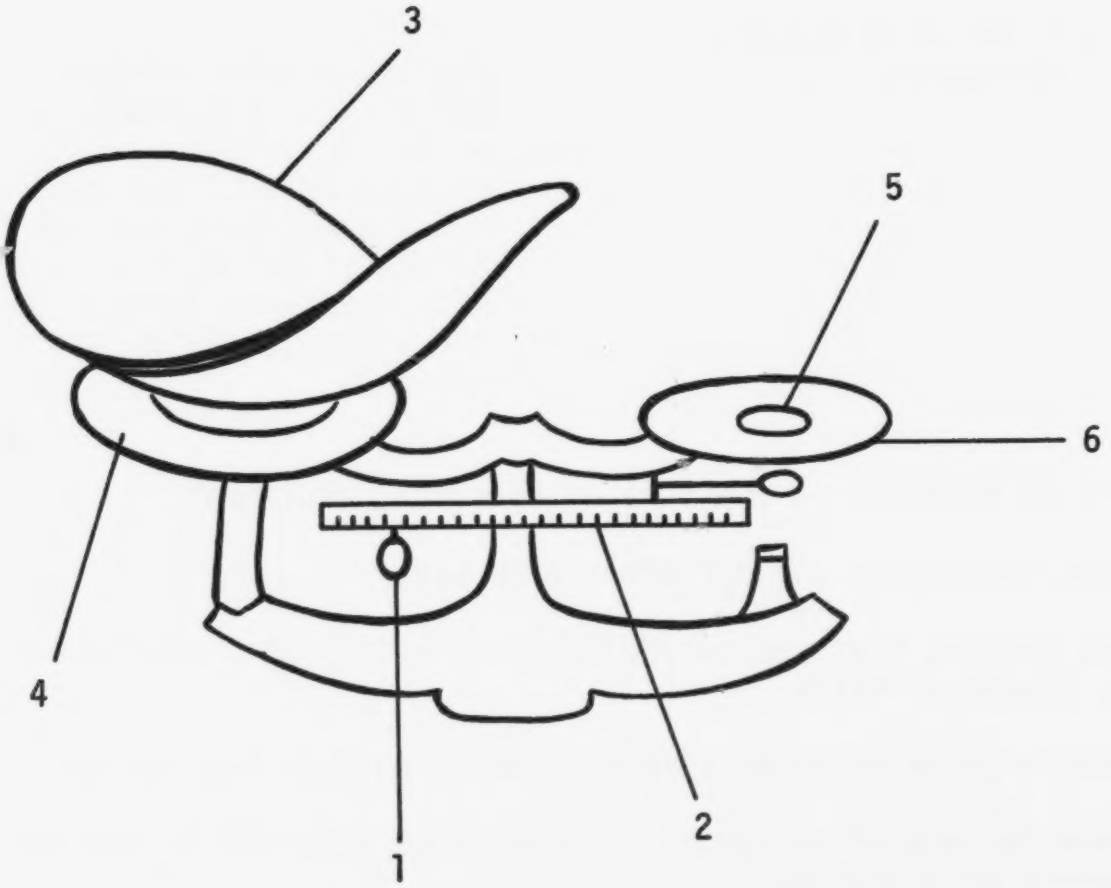
Functions of Scales and Balances

Scales and balances are used in quantity food preparation to save time and assure accuracy. Because ingredients are not all the same weight, it is not always correct to say that two cups of an ingredient equal one pound. When the amounts in a recipe are expressed in ounces or pounds, therefore, it is important that they be weighed instead of measured.

Scales and other equipment used for weighing must be kept clean. This may be done by wiping the scale with a damp cloth after weighing each ingredient. At the end of the day, check to see that ingredients have not accumulated on the equipment parts.

Several acceptable types or models of scales and balances are used in food service. These include (1) the spring-type table model which is used for weighing dry ingredients, such as beans, macaroni, rice, cheese, fruits, and vegetables; (2) the gravity-activated type (called the balance scale) which is used for weighing batters and mixes; (3) the portion scale which is used for weighing portions of food and rolls; (4) the baker's scale which is used for weighing ingredients or for scaling dough (see illustration). For instance, dough for a loaf of bread may be weighed for uniform sized loaves.

BAKER'S SCALE



A suggested method of operation for the illustrated baker's scale is:

1. Place the weight indicator (1) at zero on the scaled brass beam (2), which indicates ounces up to one pound.

2. Center the scoop (3) on the left-hand platform (4).

3. Balance the scoop by placing the proper weight (5) on the right-hand platform (6). (Weights are used to balance the two platforms. The left platform should be slightly lower than the right platform.)

4. The ingredients to be weighed are placed in the scoop (3) on the left-hand platform (4). Move the weight indicator (1) on the brass beam (2) to the right until the desired weight is found and the two platforms are balanced. If necessary, add or remove a portion of the ingredients to make them balance.

5. When the weighing procedure has been completed, remove the ingredients or food items being weighed and return the scales to a balanced position.

Some scales indicate weight in terms of grams rather than in ounces. Measurements on dietary prescriptions written by doctors usually are given in the metric system. Dietitian aides, therefore, often need to be able to convert measurements from household measures to the metric system and vice versa. A helpful fact to remember is that 1 ounce equals about 30 grams. Study the table below to become familiar with the metric system.

1 milligram = .001 gram
1 gram (gm.) = 1 cubic centimeter (cc.) (approximate)
1 kilogram (kg.) = 1000 grams
1 liter by volume (1) = 1000 cubic centimeters
1 liter by weight = 1 kilogram

---

1 teaspoon	=	5 cc.	
1 tablespoon	=	14 cc.	15 gm. (approximate)
1 ounce	=	28 cc.	28.3 gm.
1 cup	=	237 cc.	240 gm. (approximate)
1 pound	=	.454 kg.	453.6 gm.

QUESTIONS:

1. All measurements must be level to be accurate. Describe the procedure used to level dry measurements.

2. Why is it recommended that both glass and metal measuring cups be used in food preparation?

3. Why should brown sugar be packed firmly when measuring?

4. Fractional measurements are possible without a measuring spoon of that specific fraction. Explain how you would measure 1/8 teaspoon allspice.

5. If a recipe calls for 3 teaspoons of salt, what larger measure could be used?

6. Why is flour sifted before measuring?

7. Why should standard measures be used in food preparation?

8. Why is weighing ingredients recommended for quantity food preparation?

9. Suppose a dietary prescription included the amounts listed below and a gram scale was not available. How could these amounts be measured?

   a. 30 grams
   b. 120 grams
   c. 15 grams

10. How could the following amounts expressed in cubic centimeters be measured with measuring spoons and cups?

    a. 10 cc.
    b. 237 cc.
    c. 28 cc.
    d. 2.5 cc.

11. Mary had to measure 3 grams of a liquid in a container marked in cubic centimeters. How many cubic centimeters should she use?

12. Mary also had to convert 56.6 grams into ounces. How many ounces would this be?

ASSIGNMENT:

List at least three of the pieces of equipment described in this entire unit on "Dietary Food Service Equipment" (IV-1 through IV-15) which you often use at your training station. What procedures do you follow in the care of these pieces of equipment? What safety precautions do you observe as you use or clean these pieces of equipment?

ASK YOUR TEACHER FOR PART II OF UNIT TEST IV.

UNIT V-1

TECHNIQUES OF FOOD PREPARATION

SUBJECT:	Terminology Used in Food Preparation
TASK:	Reads recipes and knows terminology, abbreviations, substitutions, and equivalents used in food preparation
OBJECTIVES:	Be able to (1) identify the terminology used in recipes (2) identify abbreviations used in recipes (3) apply standard substitutions in recipes (4) select the most efficient measurement for the ingredients in the recipe (5) recognize characteristics of standard recipes

A successful dietitian aide must be able to master certain food preparation techniques. To attain this goal, she must have a thorough background in techniques of food preparation. A knowledge of the vocabulary used in food preparation and the techniques involved in its application are essential when producing quality food for the hospital patient or nursing home resident.

TERMS USED IN MEAT COOKERY

Baste...............	to spoon liquid over food as it cooks; the liquid may be drippings of the food
Bouillon............	a clear broth from meat juices
Bouillon Cubes......	a commercially prepared concentrated broth packaged in cubes and used in many recipes
Braise..............	to cook slowly in a covered utensil in a small amount of liquid or in steam; the meat may or may not be browned in a small amount of fat before braising
Bread...............	to roll in bread crumbs, such as breaded cutlets
Broil...............	to cook by exposure to direct heat on a grill or live coals, such as broiled chicken or steaks
Brown...............	to make food become brown by roasting, baking, frying, or broiling

Croquette	usually a meat plus other ingredients shaped into cones, breaded, and fried or baked
Crumb	to coat with crumbs or top with crumbs, such as a casserole dish
Dredge	to sprinkle or coat with flour or other fine substance
Dust with flour	sprinkle with flour
Entree	a food dish served before the roast or between the chief courses, or the name given to the food dish served as a main course
Filet	a choice piece of meat or fish, separated from bones
Flake	to break into small bits by using a fork, being careful not to mash the pieces
Fricassee	to cook by braising; usually applied to fowl, rabbit, or veal cut into pieces
Goulash	a meat stew, consisting of beef or veal, potatoes, onions, paprika, and sauces (the word *goulash* is Hungarian; the recipe originated in Hungary)
Grill	to cook by direct heat
Grind	to reduce to particles by cutting, crushing, or grinding
Parmesan	an Italian cheese
Roast	to bake
Sear	to brown the surface of meat by heating at a high temperature for a short time
Season	to make palatable by adding salt, pepper, or spices
Stuff	to pack a mixture into a cavity, such as turkey or bell peppers
Truss	to secure the wings and legs of a bird with pins or twine

TERMS USED IN PREPARATION OF SALADS, VEGETABLES, AND FRUITS

Au gratin	dishes prepared with a sauce, bread crumbs, and cheese, then baked
Blanch	to dip into boiling water, making the skins of fruit and nutmeats easy to remove or to precook

Chill	to place in the refrigerator until cooled to temperatures between 40°-45° F.
Chop	to cut into pieces with a sharp tool
Cut	to divide food into small pieces
Dice	to cut into cubes
Garnish	to add a decoration (usually edible) to a food to make it more attractive
Grate	to form tiny flakes by rubbing food with pressure against a grater
Gumbo	a rich creole soup of mixed herbs, vegetables, meats, poultry, and/or shellfish; mixture contains okra
Hollandaise	a cooked sauce consisting of butter, egg yolks, vinegar, salt, and pepper, usually served over vegetables
Hull	to remove the stem and cap from berries; also, to remove husks and silks from corn
Julienne	to cut foods, such as potatoes, cheese, meats, carrots, into pieces the size and shape of match sticks
Marinate	to let food stand in a marinade, usually an oil-acid mixture like French dressing
Mash	to pulverize by pressing and working with a wire or flat-headed device
Mince	to cut or chop into very small pieces
Pare	to cut off the outside covering with the aid of a knife
Peel	to strip off the outside covering without using a knife
Pit	to remove the stone (pit) or seeds from fruit
Puree	any mashed or strained food
Scallop	to bake food, usually cut in pieces, covered with a sauce or other liquid and crumbs, such as scalloped potatoes

Tartar.............	an uncooked sauce made with mayonnaise, chopped parsley, capers, and shallots, usually served with seafood
Thaw...............	to bring to a temperature above freezing
Unmold.............	to loosen and remove from a container

SURFACE COOKING TERMS

Boil...............	to cook in water or other liquid until bubbles rise continuously and break on the surface
Coat the Spoon......	to film a metal spoon with a thickened sauce
Cool...............	to lower the temperature
Deep-fat Fry........	to cook in deep fat
Dilute.............	to lessen the strength, thickness, or flavor of a mixture, usually done by adding water
Dip................	to plunge into liquid or a dry ingredient until covered, then remove quickly
Dissolve...........	to combine or mix a solid ingredient with a liquid until a solution is formed
Fry................	to cook in fat
Melt...............	to liquefy by heat
Pan................	to cook in a covered pan in a small amount of water or fat
Pan-broil..........	to cook uncovered on a hot ungreased surface, usually a frying pan
Pan-fry............	to cook in a small amount of fat
Parboil............	to boil until partially cooked
Poach..............	to cook in a hot liquid, using precautions to retain shape, such as poached eggs
Saute..............	to brown quickly in a small amount of fat, turning frequently
Scald..............	to heat to a temperature just below the boiling point
Simmer.............	to cook in a liquid at a temperature of about 185° F., bubbles form slowly and break below the surface

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BAKING AND PASTRY TERMS

Beat................	to make a mixture smooth, using an up-and-over motion
Blend...............	to mix two or more ingredients thoroughly
Brush...............	to spread melted fat with a pastry brush
Cream...............	to mix one or more foods until smooth and creamy, usually applies to fat and sugar
Cut and Fold........	to combine ingredients by using an up and down motion with a pastry blender
Cut-in..............	to break fat into small particles by using two knives or a pastry blender
Dot.................	to cover with small particles, as to dot with butter
Flute...............	to make an edge with a scalloped effect; as on pie crust
Fold................	to combine by using two motions, cutting vertically through the mixture and turning mixture over and over
Knead...............	to manipulate with a pressing motion accompanied by folding and stretching, such as yeast breads
Leaven..............	to make light by an agent, such as yeast or baking powder
Level Off...........	to move the level edge of a knife or spatula across the top edge of a container, scraping away the excess mixture
Meringue............	a mixture of stiffly beaten egg whites and sugar, which is slightly browned in the oven
Mix.................	to combine ingredients
Mode (a la).........	"in the fashion"--Example: Pie a la mode is a piece of pie with ice cream.
Sift................	to separate into fine particles with a sieve
Souffle.............	a very light baked dish that is made light by stiffly beaten egg whites, such as cheese souffle

Steam...............	to cook in steam with or without pressure
Steep...............	to let stand in liquid below the boiling point in order to bring out flavor, color, and other qualities
Stew................	to simmer in a small quantity of liquid
Stir................	to mix food materials with a circular motion
Timbale.............	a pastry crust filled with various ingredients
Toast...............	to brown by means of dry heat
Whip................	to rapidly beat cream, eggs, or gelatin dishes to incorporate air and increase volume

QUESTIONS:

1. Differentiate between the following terms:

    a. Pan-fry - Saute
    b. Dice - Mince
    c. Boil - Simmer
    d. Blend - Cream
    e. Chill - Cool
    f. Boil - Parboil
    g. Beat - Whip
    h. Brush - Dot
    i. Cut - Cut-in
    j. Blanch - Scald

2. What are two differences between Hollandaise and tartar sauce?

3. Jane was assigned the task of making a cheese souffle. Will she mix, stir, or whip the egg whites? Why?

4. On a separate piece of paper make a list of numbers from 1 to 15. After each number place the letter of the definition which best fits the terms listed below.

TERM

1. Au gratin
2. Bake
3. Baste
4. Bread
5. Dilute
6. Garnish
7. Parmesan
8. Puree
9. Marinate
10. Melt
11. Sift
12. Stew
13. Stir
14. Sear
15. Peel

DEFINITION

A. Small cakes
B. Any mashed or strained food
C. To simmer in a small quantity of liquid
D. To cook by braising
E. To separate with a sieve
F. With cheese
G. To mix foods with a circular motion
H. To brown the surface of meat with intense heat
I. To strip off the outer coating
J. To roll in bread crumbs
K. To lessen the strength by adding liquid
L. To liquefy by heat
M. To let food stand in a marinade or dressing
N. To cook in a covered pan
O. To cook by dry heat
P. To decorate
Q. Italian cheese
R. To moisten while cooking

5. Classify the following food terms according to the four food preparation centers where they most probably would be used.

bread
brown
chop
cream
cut-in
deep-fat fry

garnish
grate
knead
marinate
mix
peel

baste
sift
braise
scallop
whip
baste

broil
blend
mince
sear
blanch

Meat Center	Vegetable Center (cooked)	Salad Center (uncooked)	Flour Mixture Preparation Center

COMMON ABBREVIATIONS FOR FOOD PREPARATION

Abbreviations are used to save time and space in writing recipes. It is necessary that you know what they mean before you can follow a recipe successfully and produce a quality product. Abbreviations which are commonly used in food preparation are given below:

t.-ts.-tsp. = teaspoon
T.-tb.-tbsp. = tablespoon
c. = cup
pt. = pint
qt. = quart
gal. = gallon
pk. = peck
bu. = bushel
sq. = square
°F. = degrees Fahrenheit
hr. = hour
min. = minute

s. or sml. = small
med. = medium
spk. = speck
f.g. = few grains
oz. = ounce
lb. = pound
lg. or lge. = large
wt. = weight
cal. = calorie
M.S.G. = Monosodium Glutamate
temp. = temperature
sec. = second

QUESTIONS:

1. Write the abbreviations for each word that is underlined in the following recipes:

Chili Con Carne (for 50)

AMOUNT	INGREDIENT
a. 3 pounds	Beans, kidney
b. 1 gallon	Water, boiling
	ADD
c. 9 pounds	Beef, ground
d. 8 ounces	Onion, chopped
	ADD
e. 1-1/2 quarts	Tomato puree
f. 2 ounces	Chili powder
g. 3-4 ounces	Cumin seed, ground
h. 3 tablespoons	Salt
	Water to make a total volume of 3 gallons
	Let simmer about 3 hours
	ADD, while stirring
k. 5 ounces	Flour
1. 2 cups	Water, cold

Fudge

m. 2 cups sugar
n. 2/3 cup milk
o. 1-1/2 tablespoons light corn syrup
p. 2 squares chocolate
q. few grains salt
r. 3 tablespoons butter
s. 1 teaspoon vanilla extract

2. Write the word for each of the following abbreviated terms:

a. 10 cal. per slice
b. 1 lb. sugar
c. Cook at 350° F.
d. 2 c. water
e. Beat for 10 min.
f. f.g. pepper
g. bu. potatoes
h. Let stand for 20 sec.
i. 1 t. salt
j. 1 med. orange
k. 2 tbsp. chopped onion
l. 3 T. cornstarch
m. Bake for 1 hr.
n. 1 tsp. cinnamon
o. 4 T. M.S.G.
p. 1 lg. apple
q. 5 oz. coconut
r. Cool at room temp.
s. 1 sml. banana
t. Wt. of baked cake

SUBSTITUTIONS

The dietitian aide should become familiar with the substitutions commonly used in recipes. Substitutions may be made to cut down on cost, to save time, to increase the food value, or to make use of surplus commodities.

Standard substitutions are:

1 sq. chocolate = 3 T. cocoa and 1 T. fat
1 c. cake or pastry flour = 7/8 c. all-purpose flour plus 2 T. cornstarch
1 T. cornstarch = 2 T. flour (for thickening)
1 t. baking powder = 1/4 t. soda and 1/2 t. cream of tartar
1 c. milk = 1/2 c. evaporated milk and 1/2 c. water
= 1 c. reconstituted nonfat dry milk plus 2 t. table fat
1 c. sour milk or buttermilk = 1 c. fresh milk plus 1 T. vinegar or lemon juice (let stand 5 minutes)
1 c. sour milk and 1 t. soda in flour mixture = 1 c. fresh milk plus 3 t. baking soda
1 T. corn syrup (in candy) = 7/8 t. cream of tartar
1 c. butter = 1 c. margarine or 7/8 c. fat plus 1/2 t. salt
1 whole egg = 2 egg yolks or 2 T. dried whole egg plus 2-1/2 T. water
1 c. honey = 1 to 1-1/4 c. sugar plus 1/4 c. liquid

QUESTIONS:

1. Mary's employer asked her to make a chocolate cake. The recipe called for 2 cups of cake flour, 1-2/3 c. sugar, 1/2 c. shortening, 1 t. salt, 3 sq. melted chocolate, 1 c. sour milk, 1 t. soda, 3 eggs, and 1 t. vanilla. On checking her supplies Mary found all the needed ingredients except:

   3 sqs. chocolate
   1 c. sour milk
   2 c. cake flour
   1 t. soda

   If Mary uses cocoa, sweet milk, and all-purpose flour for the items she does not have, what amount of the substitutions will she use?

2. Mary wants to make fudge icing for the cake.

The recipe called for:		Mary found:
2 c. sugar		sugar
1 c. milk	(a) *	non-fat dry milk
1/4 t. salt		salt
2 sq. chocolate	(b) *	cocoa
2 T. light corn syrup	(c) *	cream of tartar
2 T. fat		fat
1 t. vanilla		vanilla

What substitutions can Mary use for the starred (*) ingredients? Give the amounts needed in each case and any additional ingredients she will need.

EQUIVALENTS

The successful use of a recipe depends largely upon accuracy in measuring the ingredients. To be able to measure accurately, one must become familiar with the commonly used equivalents listed below:

EQUIVALENTS OF COMMON MEASURES

3 t............ = 1 T.
16 T............ = 1 c.
8 fluid oz..... = 1 c.
2 c............ = 1 pt.
2 pt........... = 1 qt.
4 qt........... = 1 gal.

8 qt.......... = 1 pk.
4 pk.......... = 1 bu.
16 oz.......... = 1 lb.
spk........... = less than 1/8 t.
f.g........... = less than 1/8 t.
pinch......... = less than 1/8 t.

QUESTIONS:

1. Write the equivalent for the following measurements:

a. 3 t. =
b. 16 T. =
c. 8 fluid oz. =
d. 2 c. =
e. 8 quarts =
f. 4 pk. =
g. pinch =
h. 2 pt. =
i. 4 qt. =
j. 16 oz. =
k. f.g. =
l. spk. =
m. 1/4 c. = _____ T.
n. 1/2 c. = _____ T.
o. 3/4 c. = _____ T.

2. Josie will help in the baking area this week. She has been asked to double the amount of ingredients in a cookie recipe for the baker. Show what amounts, using the largest equivalents, are needed of each ingredient, after doubling the recipe.

_____ a. 1 c. sugar
_____ b. 1 c. margarine
_____ c. 2 t. vanilla
_____ d. 12 oz. flour
_____ e. 2 T. cocoa

3. Lynn's work station for this week is in the serving area. One of her tasks on the work sheet is to prepare 1-1/4 gal. fruit punch. The recipe she is using makes 2-1/2 gal. punch. Show how she will adjust the measurements to fit her task (use largest equivalent).

_____ a. 4-1/2 c. sugar
_____ b. 3 c. water
_____ c. 2-6 oz. cans orange juice, frozen
_____ d. 2-6 oz. cans lemon juice, frozen
_____ e. 1 gal. water makes 2-1/2 gal. punch

4. One of the tasks on Sue's work sheet today is to measure ingredients for apple crisp. A red-penciled note attached to the recipe said "make 3 X the recipe." Complete the blanks to show largest equivalent measurement she should use when she triples the recipe.

_____ a. 10 lb. sliced apples
_____ b. 8 oz. sugar
_____ c. 1/4 c. lemon juice
_____ d. 1 lb. 4 oz. margarine
_____ e. 12 oz. flour
_____ f. 12 oz. rolled oats, uncooked
_____ g. 2 lb. brown sugar

5. Ann is preparing a salad for general diets using the ingredients listed below. Convert the amounts called for in the recipe into the largest equivalent to speed up the measuring process.

_____ a. 4 qt. lettuce
_____ b. 2 pts. tomatoes
_____ c. 2 c. celery
_____ d. 2 c. radishes
_____ e. 16 T. oil
_____ f. 8 oz. vinegar
_____ g. 3 t. sugar
_____ h. 3 t. paprika

6. Mary is helping the chef by measuring the ingredients for a cheese sauce. Figure the amounts, to the largest equivalents, that she will use:

_____ a. 4 pts. milk
_____ b. 8 T. fat
_____ c. 8 T. flour
_____ d. 3 t. salt
_____ e. 24 oz. grated cheese

STANDARD RECIPES

Success in the area of food preparation involves the use of standard recipes as guides for preparing food of high quality. It is impossible to do an efficient job of food preparation when using recipes that are not tested. In order to achieve quality products, time after time, recipes and methods should be standardized.

Dependable recipes:

1. use ingredients and equipment usually available.
2. use measurements and terms easily understood.
3. give full information on procedures.
4. give clear and concise directions.
5. require a minimum of work.
6. give cooking temperatures.
7. state the number of servings.

QUESTIONS:

1. The dietitian asked Ethel to experiment with three recipes she had found for a tuna casserole. Ethel carefully measured and mixed the ingredients in the first recipe and put the casserole into the oven. Ethel had several questions about the recipe, however, as she prepared the casserole: (1) What cooking temperature to use? (2) How many servings would it provide? (3) What is the meaning of several terms? When the casserole was taken from the oven, it was overcooked and the servings were smaller than expected.
    a. What information was missing from the recipe that is included in a standardized recipe?
    b. Why is it especially important to use standardized recipes in the dietary kitchen?

UNIT V-2

TECHNIQUES OF FOOD PREPARATION

SUBJECT:	Quality Food Preparation
TASKS:	Prepares some food items, such as toast, milkshakes, simple desserts, salads, and diet supplements Prepares late trays and nourishments
OBJECTIVES:	Be able to (1) recognize general procedures for food preparation (2) give procedures for preparing salads for tray service (3) give procedures for preparing simple foods for tray service

GENERAL PROCEDURES IN FOOD PREPARATION

Dietary services must produce quality food in a given amount of time and at a reasonable cost in order to satisfy the patient and the management. Labor costs for food preparation make it necessary to have the personnel, equipment, and supplies in the dietary kitchen organized efficiently. Speed and accuracy are improved by management of time and skills. The following procedures will contribute to the development of speed and accuracy on the part of the dietitian aide.

1. Read recipe carefully before beginning. To obtain best results, follow directions exactly as given.

2. Check to see that all the necessary ingredients are available.

3. Make substitutions in ingredients only when necessary to reduce cost, to save time, or to make use of surplus commodities on hand.

4. Check to see that the necessary equipment or a suitable substitute is available before beginning.

5. Be able to apply terms used in the recipe.

6. Estimate time required for preparation of the product and plan so that the product will be finished at the proper time.

QUESTIONS:

1. Mary has been assigned to prepare Prune Muffins. It is now 10:30 a.m. and the muffins are to be served at 12:00. Using the information below, compare Mary's preparation procedure with the general procedures for food preparation given on page A-145. Which four procedures in food preparation did Mary fail to observe?

Plain Muffins

2 c. flour, sifted
2 T. sugar
3 t. baking powder
1/2 t. salt
1 egg
1 c. milk
1/4 c. shortening melted

...Sift flour, sugar, baking powder, and salt.
...Beat eggs slightly, add milk and melted shortening.
...Pour egg mixture into dry ingredients.
...Stir only until flour mixture is moistened. Batter should be lumpy. Do not overmix.
...Fill greased muffin pans 2/3 full.
...Bake at 425° F. for 20 to 25 minutes.

Makes 12 medium muffins.

Variation:

Cornmeal Muffins: Substitute 1 c. cornmeal for 1 c. flour.

Mary proceeded in the following manner:

1. She melted the shortening and then checked to see that she had all the necessary ingredients.
2. She beat the eggs and added the milk and shortening.
3. Her next step was to sift the flour, sugar, baking powder, and salt and beat the dry ingredients into the liquid mixture.
4. Next, she filled the muffin pans 2/3 full of the mixture.
5. Her last step was to turn on the oven to 425° F. It was then 11:50 a.m.

2. Jane was assigned to prepare Cornmeal Muffins using the preceding recipe. This is the procedure she followed:

    1. She sifted the flour, sugar, baking powder, and salt.
    2. She melted the shortening and added the milk.
    3. She then set the oven at 425° F.
    4. She greased the muffin pans.
    5. When she was ready to mix the dry ingredients with the liquid ingredients, she discovered she did not have an egg.

    What four procedures in food preparation did Jane fail to observe?

SALADS

Salads are important in meal planning because they add variety, crispness, color, and refreshing flavors to meals. Many different fruits and vegetables are used in salads to provide an excellent source of minerals and vitamins.

An attractive salad can be made by careful handling of ingredients, using creativity in arrangement, and selecting suitable combinations of color, flavor, and texture. Bright colors of fruits and vegetables add to the eye-appeal of salads. A variation of textures may be achieved through the use of soft and crisp foods. The dressing used on the salad should complement the flavor of the body of the salad, but it should not overpower it.

Ingredients used in salads must be clean, fresh, tender, crisp, and chilled. A thorough cleansing of all fresh fruits and vegetables is a prime factor in salad preparation.

Salad preparation should be completed in a minimum amount of time to retain nutrients, flavor, and appearance. Salads should be stored at temperatures which will keep them at the peak of quality until served.

Below are some suggestions for preparing fresh fruits for salads:

Apples: Dice apples by cutting into rings and using a sectional cutter. To prevent discoloration, drop pieces into salad dressing, lemon, pineapple, or other acid fruit juices. Drain fruit pieces before using in the salad, if fruit juice was used. If apples are to be used in sections, cut into uniform pieces keeping the widest section not more than 1/2 inch thick. After the core has been removed from each section, dip into fruit juice to prevent discoloration. Scoring or cutting the slices in several places will make them easier to cut when served.

Bananas: Dip bananas into acid fruit juice or salad dressing to prevent discoloration.

Grapefruit: Pare and section grapefruit by:

1. cutting off a thick layer of skin from top and bottom.
2. placing grapefruit on cutting board.
3. starting at the top of the grapefruit and cutting toward the board with a downward stroke to remove all the white membrane.
4. continuing to turn grapefruit with the left hand and cutting until all of the skin is removed.
5. removing sections with a knife--cut along membrane of one section to the center of the fruit, turn the knife, and cut to outside of fruit.

Peaches: Skins may be removed by dropping peaches into boiling water for a few minutes. Skins should be removed only a short time before using the fruit. Discoloration may be prevented by dropping slices into acid fruit juice.

Salads are combinations of various ingredients, served with or without a dressing. They are used as appetizers, entrees, accompaniments, side dishes, or desserts.

An appetizer salad is usually light and tangy. Example: Salad greens with French dressing

An entree salad is heavier than an appetizer salad; it is more satisfying, and often includes a protein food. Example: Tomato stuffed with tuna

A side dish salad is light and varied. It is usually served in smaller portions. Example: Carrot-raisin salad

A dessert salad may be light or heavy and nearly always contains fruit. Example: Frozen fruit salad

Salads are composed of an underliner, body, dressing, and a garnish. If desired, however, all parts except the body may be omitted.

Underliners: generally some type of salad greens, such as lettuce

Body: may be made from vegetables, fruits, gelatin, meats, eggs, fish, or cottage cheese

Dressing: French, mayonnaise, cooked, or variations of these

Garnish: may be some of the same foods as those used in the body; adds additional color, flavor, and texture

Pointers to consider when making the salad are:

1. Ingredients should be distinct and usually bite size. Pieces should be neatly cut.

2. Good proportion can be achieved by having the edge of the salad or underliner about one-half inch from the plate edge. Place lettuce cups so the frilly edge is at the back and top of the salad.

3. Fruits or any other ingredients in liquid should be drained before placing on salad plate.

4. Arrange chilled plates on tray. Begin filling the plates in the upper left corner of the tray, moving across and down the tray to the lower right corner until all plates are filled.

5. Toss ingredients lightly in mixed salads and place on chilled plates or bowls.

Three basic types of salad dressings are: French (a temporary emulsion), mayonnaise (a permanent emulsion), and cooked. French dressing is a temporary emulsion because it mixes during beating or shaking, then it separates on standing. Mayonnaise is a permanent emulsion; therefore, the oil does not separate on standing. Cooked dressing is made without oil and is lower in calories. It is a mixture of liquid such as water, milk, or vinegar, thickened with a starch and egg yolks. Cooked dressing may be used for potato salad, coleslaw, or meat and fish salads.

QUESTIONS:

1. List three things to remember when making a salad.

2. Give two reasons why salads are important in meal planning.

Multiple choice:

_____ 3. A salad may be used as
   a. an appetizer.
   b. a side dish.
   c. a dessert.
   d. a main dish.
   e. all of these.

_____ 4. An example of a salad which may be used as an entree is
   a. potato salad.
   b. coleslaw.
   c. chicken salad.
   d. waldorf salad.
   e. tossed salad.

_____ 5. A dessert salad almost always contains
   a. greens.
   b. fruit.
   c. dressing.
   d. vegetables.
   e. nuts.

_____ 6. A salad will be more attractive and appealing if
   a. colors are bright.
   b. texture of all ingredients is the same.
   c. ingredients are minced.
   d. the edge of the salad is 1-1/2 inches from the edge of the plate.
   e. ingredients are cut in the same shapes.

_____ 7. Which of these salads would be a good example of a side-dish or accompaniment?
   a. Frozen fruit salad
   b. Tuna salad
   c. Carrot-raisin salad
   d. Egg salad
   e. Chicken salad

_____ 8. The only part of the salad which should not be omitted is
   a. garnish.
   b. underliner.
   c. dressing.
   d. body.

In items 9-14, match the dressings and their characteristics:

DRESSINGS

A. Cooked Dressing
B. French Dressing
C. Mayonnaise

CHARACTERISTICS

_____ 9. A dressing that separates on standing
_____ 10. A permanent emulsion
_____ 11. A temporary emulsion
_____ 12. A dressing made without oil
_____ 13. A dressing that needs shaking before using
_____ 14. A good dressing for "weight watchers"

15. List at least three fruits which need to be placed in acid fruit juices to prevent discoloration.

SIMPLE DESSERTS

The purposes of serving simple desserts to patients are to:

a. complement and add satisfaction to the meal.
b. add quick energy, some minerals, and vitamins.
c. provide easily digested foods.

Simple desserts usually contain some minerals and vitamins which contribute to the patient's basic diet. Some common examples of simple desserts are:

- Milkshakes
- Custards
- Apple Sauce
- Tapioca
- Gelatins
- Simple Puddings
- Canned Pear Halves
- Fruit Whips
- Ice Creams
- Sherbets
- Junket

QUESTIONS:

1. What are the purposes of serving simple desserts in patient tray service?

2. From the above list of simple desserts, name as many desserts as you can which have milk as one of the main ingredients.

MILKSHAKES

The purposes of giving milkshakes to patients are to:

a. increase their calorie intake.
b. help balance the diet.
c. increase nourishment periodically when the patient is not able to eat regular foods.

The standard milkshake may be varied according to the results desired. Satisfactory methods for making milkshakes include the use of the electric blender, electric mixer, or a shaker. If this type of equipment is not available, the ingredients may be combined and beaten with a rotary egg beater. Milkshakes are best served cold. Ice should not be added because this will dilute the ingredients. If milkshakes must be prepared in advance, they should be stored in the refrigerator and stirred before serving.

QUESTIONS:

1. What are the three reasons for serving milkshakes to patients?

2. Name three kinds of equipment used in the preparation of milkshakes.

TOAST

The most important standard for toast is that it be freshly made and served hot. Cold toast is tough and unappetizing. It may be cut in a variety of shapes to add interest and may be varied in other ways. Toast generally is considered a breakfast bread; however, it is often served at other meals or for snacks and is sometimes used extensively in special diets.

Equipment used in the preparation of toast includes the automatic toaster, conveyor toaster, oven, and broiler.

QUESTIONS:

1. What are the standards for toast?

2. Give at least two ways of preparing toast.

SUSTAGEN

Sustagen is a nourishment given either orally or by tube to sick patients. It is high in calories, protein, vitamins, and minerals, and it is bland and nonirritating.

Two dilutions of Sustagen are most commonly used. The more concentrated dilution requires equal amounts of Sustagen and water. It is recommended for oral use and for intermittent tube feedings by syringe or flask. The less concentrated dilution is made using twice as much water as Sustagen and is used for continuous drip tube feeding.

Sustagen is easy to prepare. If large amounts are needed, the measured Sustagen powder is placed on the surface of the required amount of liquid and allowed to stand until it is moistened. Then it is mixed with a mechanical mixer or an egg beater until smooth. The bubbles should be allowed to disappear before it is used. Small amounts of Sustagen can be prepared in a shaker.

When Sustagen is properly prepared, it will not need straining. If, however, lumps occur due to hasty mixing, they should be strained out prior to tube use.

Sustagen should be stored in the refrigerator. It will need to be stirred before tube use if it has been refrigerated very long.

LATE TRAY SERVICE

The dietitian aide may be asked to prepare food for late tray service. For information concerning food preparation for late tray service, refer to the sections on milkshakes, toast, simple desserts, and juices.

Another type of late tray service occurs when, for some reason, the patient cannot eat at the scheduled meal time. His tray is then returned to the dietary department. Cold foods need to be refrigerated until the time the tray is to be reassembled. Hot foods are stored with other leftover food and then reheated at the time the food is served.

UNIT V-3

TECHNIQUES OF FOOD PREPARATION

SUBJECT: Techniques of Portioning Food

TASK: Serves food from portable cart or tray assembly line

OBJECTIVES: Be able to (1) give reasons for portioning food
(2) list methods used to portion foods for serving

The dietitian will determine the appropriate portion or amount of food to be served. The portion size or amount will depend on the type of meal served, the type of food, the type of service available, the age and activity of the group, the food cost, and the appearance of the portion.

Establishing a portion of a determined size will:

1. Enable the dietitian to request correct amounts of food, without overstocking.
2. Make possible the serving of freshly prepared food daily, thus preventing the necessity of serving or planning use of leftovers.
3. Cut down on waste and loss of food nutrients.
4. Prevent under-production as well as over-production of food to be served, by using standard yields, recipes, and purchases.
5. Simplify food preparation.
6. Make possible acceleration of food service.
7. Satisfy the patients' food needs.
8. Provide attractive and uniform servings.
9. Establish a cost control system.

Whatever the determined size of the portion may be, it should appear ample, without looking too standardized. One may accomplish this by selecting the proper size and color of dish and by using skillful methods and a variety of arrangements to improve the appearance of the food.

The selection and use of the proper equipment for portioning the different foods makes the task easier. The dietitian aide should be familiar with the established list of portion sizes used in the training station. The list will include portions per pound, piece, slice, package, or count volume. She should also learn the appropriate size dish in which to serve the food and the equipment that is required.

Pre-portioning certain foods assures serving the correct amount during the busy period. Accuracy in pre-portioning is made possible by using the following equipment and portioned foods:

1. Standard size pans which permit the food to be cut into the number of servings indicated in the recipe. The use of a stainless steel ruler or marked pans will insure accurate portions. Examples: brownies, gelatin salad, cake.

2. Standard scoops, ladles, dippers, spoons, ice cream dippers, and tongs in various sizes for specific foods. Examples: mashed potatoes, ice cream, gravy.

3. Individual and correctly sized casseroles, molds, custard cups, souffle cups, and other dishes. Examples: macaroni and cheese casserole, baked custard.

4. Standardized scales for weighing portions. Example: meat.

5. Slicing machines or slicers which give portions of the correct size for breads, vegetables, and meats. Cutters and slicers are also used for butter and cheese.

6. Individual size cream pitchers and individual pots or vacuum containers for hot beverages.

7. Pre-packaged portions of sugar, catsup, mayonnaise, salt, pepper, crackers, cereal, milk, and ice cream.

8. Meats purchased in slices and served or cut into desired number of uniform servings.

QUESTIONS:

1. _____ True or False: The dietitian aide decides on the amount or portion of food to be served.

2. Portioned servings of food in hospital or nursing home dietary services are determined by types of meals served, types of food served, type of service used, ____________________, ____________________________, and ____________________.

3. What can be done to make pre-determined portions look appetizing when served?

4. Accuracy in pre-portioning is made possible by the use of the following equipment. Match the appropriate food or foods to be portioned with each piece of equipment. Food items may be used more than once.

PRE-PORTIONING METHOD

_____a. Standard size pan
_____b. Standard scoop, dipper
_____c. Individual baking dish
_____d. Standard scales
_____e. Standard slicer
_____f. Individual carton

FOOD ITEM

1. Macaroni and cheese casseroles
2. Meat
3. Ice cream
4. Gelatin salad
5. Bread
6. Cereal

5. Name five pre-packaged items that may be used on the patients' trays.

UNIT V-4

TECHNIQUES OF FOOD PREPARATION

SUBJECT:	Storage of Equipment
TASK:	Helps keep equipment in its proper place before and after mealtime
OBJECTIVE:	Be able to list principles for storage of equipment

Each hospital and nursing home will have its own system of storing equipment and supplies for maximum efficiency. Generally speaking, supplies and equipment for a particular preparation should be stored close together to avoid unnecessary steps.

The dietitian aide may be responsible for storing pieces of equipment, such as the mixing machine, the food grinder, the food slicer, and the toaster. After any piece of equipment has been cleaned, it should be stored so that it is easily accessible, yet out of the way, and protected from contamination. It is the responsibility of the dietitian aide to recognize the necessity of always replacing equipment in the proper place so that is is immediately available to the next shift.

QUESTIONS:

1. What can be used as a guide when deciding where to store supplies?
2. What are some principles to remember in storing dietary equipment?
    a.
    b.
    c.

UNIT VI-1

FUNDAMENTALS OF FOOD SERVICE PROCEDURES

SUBJECT:	Dining Room Service for Nursing Homes
TASK:	Performs dining room services, or aids others in carrying out these services
OBJECTIVE:	Recognize value of attractive and orderly dining room service
REFERENCE:	U.S. Department of Health, Education, and Welfare. A Guide to Nutrition and Food Service for Nursing Homes and Homes for the Aged. Washington, D.C.: U.S. Government Printing Office. 1965, pp. 55-60.

In many situations, moderately disabled older people improve after entering a nursing home. Administrators in nursing homes agree that this improvement is often the result of improved diet, improved morale, and increased interest in personal appearance. Dining room service, in contrast to tray service, helps the patient feel that he is part of the group and gives him an opportunity for increased sociability. If the patient is not confined to bed, dining room service in a group setting helps him accept food that he might not ordinarily eat when dining alone.

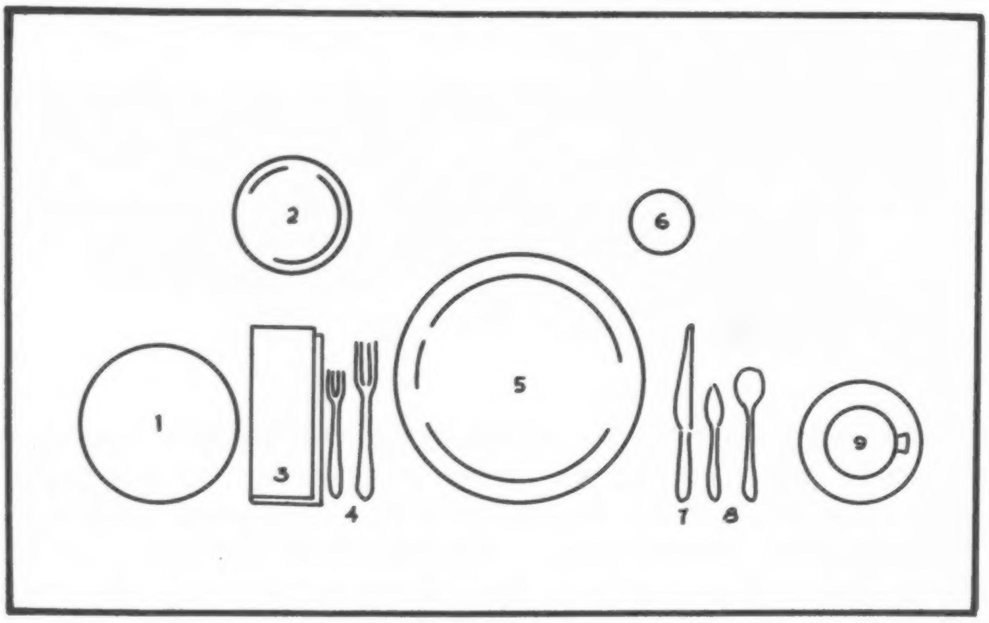
In the nursing home, four types of food service may be used. These are modified cafeteria service, family style, tray service, and table service.

Modified Cafeteria Service. This type of service may be used effectively for patients who are physically and mentally capable of making certain food selections and carrying their trays. This method gives the patient the personal satisfaction of knowing that his food preferences are considered and that he is still capable of taking care of his needs.

Family Style Service. For the patients who have the mental and physical capacities to select their food and share in the service, family style meals might be served. One outstanding feature of this type of service is food economy because the patient knows which foods he will eat and the size servings he desires. With this type of service residents are not as hesitant about asking for second helpings, and they are more likely to be inspired to eat foods they would refuse when eating alone. On the other hand, the overweight patient or the patient on a restricted calorie diet is likely to overeat when family style service is available.

Tray Service. Patients who are unable to leave their rooms for meals are provided tray service in their rooms. Tray service is discussed in detail in the assigned reference and later in this unit.

Table Service. For those who are able to eat at the table, table service offers companionship at mealtime. Plates are served in the kitchen and brought to the table by the dietary personnel. The following diagram is a sample place setting for this type of service. The place setting may be modified according to the menu. Modified eating utensils, such as combination forks and spoons, may also be used for some patients who have little strength in their hands and fingers.



1 SALAD PLATE
2 BREAD-AND-BUTTER PLATE
3 NAPKIN
4 FORKS
5 DINNER PLATE
6 WATER GLASS
7 KNIFE
8 SPOONS
9 CUP AND SAUCER

QUESTIONS:

1. Name four types of food service which may be used in nursing homes.
2. What is the difference between table service and family style service?
3. What is the disadvantage of serving family style meals to persons who are overweight?
4. What are five reasons for using dining room service in preference to tray service for ambulatory patients?
5. List two specific advantages of using modified cafeteria service for aging or moderately ill patients.

Home Economics
Instructional Materials Center
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VI-2

UNIT VI-2

FUNDAMENTALS OF FOOD SERVICE PROCEDURES

SUBJECT: Tray Line Assembly

TASKS: Assists in setting up tray assembly line for serving

Prepares items, such as silverware, napkins, and glassware for tray line

Examines filled trays for conformance with menu and diet regulations

Designates trays with name and room number for delivery to patients

Places food on portable cart and on trays in such a way that foods remain at correct temperature

OBJECTIVES: Be able to (1) list duties on a tray assembly line
(2) recognize skills in work simplification techniques which pertain to tray line assembly
(3) identify procedures for tray service
(4) evaluate trays in terms of standards for tray service

When organizing the dietary department in the hospital or private nursing home, one must carefully organize the tray line assembly. Because foods should be at the appropriate temperature when served to patients, trays should be assembled quickly and accurately and sent out immediately in assembly-line fashion.

The dietitian aide may rotate with other employees by performing one or more of the following job assignments on the assembly line:

1. Set up trays for patients' food. Posted or individual menus and instructions must be read and followed accurately.
2. Set up serving line with cold foods, condiments, serving containers, dishes, silver, and other items appropriate for the food to be served.
3. Work hot or cold station on central tray service line.
4. Place appropriate food on general and modified diet trays.
5. Deliver loaded food cart to patient area, checking to be sure that name and room number cards are on the tray.

6. Deliver trays to designated areas and pick up patients' trays to be returned to dietary kitchen.

One person is usually responsible for checking all trays to insure that the setup is complete and that the food is served according to specifications. This task is one of the most important because it is essential that the specified amounts and types of foods have been placed on the tray. Even a small error could be dangerous to a patient.

STANDARDS FOR TRAY SERVICE

REFERENCE: Peyton, Alice. Practical Nutrition. Philadelphia, Pennsylvania: J. B. Lippincott Company. 1962, pp. 161-162.

A person who is ill is not usually very interested in food. He is likely to be more particular about his food and more critical of the service than he would be under normal circumstances. For these reasons, the food and the tray on which it is served should be prepared and arranged in an attractive and orderly manner. The appearance of the food on the tray may influence the patient's acceptance or rejection of it. The amount and size of the servings of food which the patient receives are determined by instructions from the dietitian with some consideration for the patient's likes and dislikes. Three steps are essential in preparing the patient's tray and should be completed in a routine order. These steps include: (1) setting up the tray, (2) serving cold foods, and (3) serving hot foods.

Setting up the Tray. In setting up the trays for the patients, one of several methods may be used, depending upon the organization of the dietary department in which one is working. The following items are placed on the tray regardless of the tray assembly method used:

1. Tray cover (liner)
2. Tray card
3. Napkin
4. Salt, pepper, and sugar, if used (these items may be packaged)
5. Cup and saucer or beverage glass
6. Bread and butter plate (if used)
7. Silverware (may be sacked)
8. Cold foods
9. Hot foods

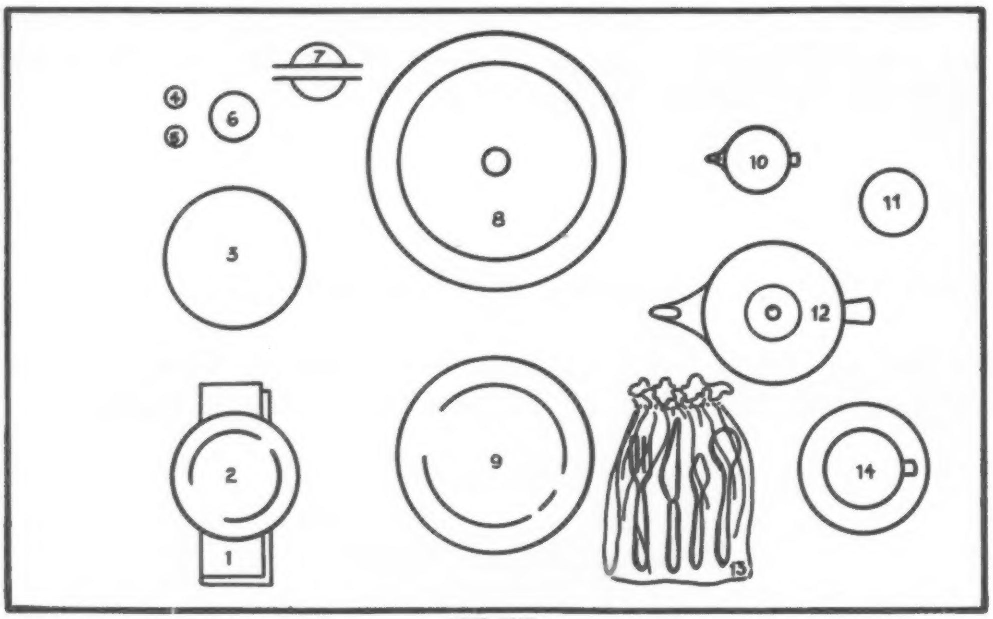
The tray card should give the following information:

1. Patient's name and room number
2. Type of diet or special foods

Serving Cold Foods. Some examples of cold foods which will be included in tray assembly are cream, milk, bread, butter, salad, dessert, fruit juice, and fruit. These should be served so that an attractive appearance, proper temperature, and maximum sanitation will be maintained. Methods of cold food service will vary.

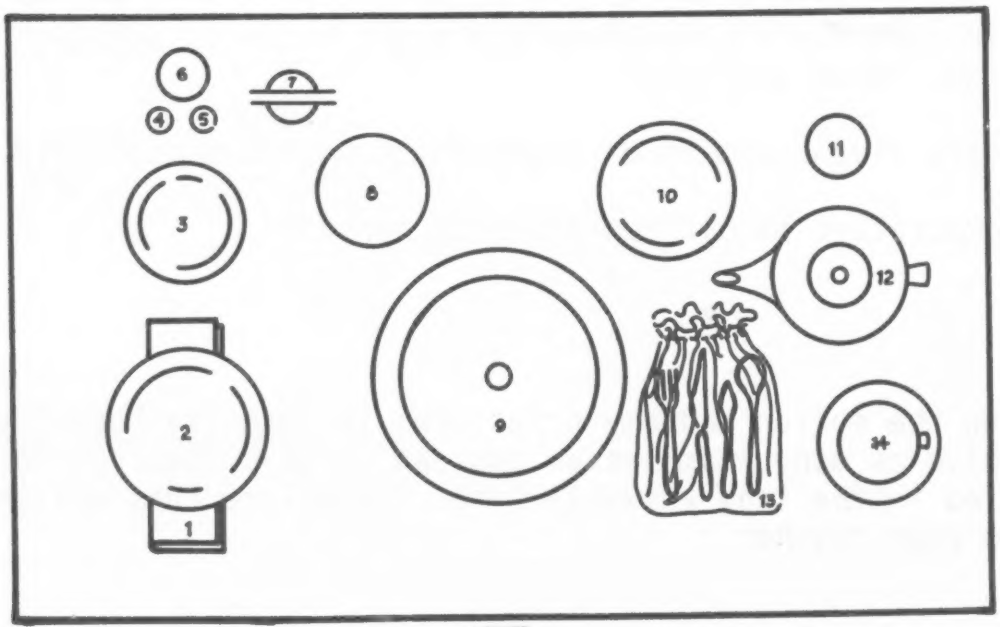
Serving Hot Foods. Hot foods for tray service may include soups, main courses, vegetables, and some beverages. Hot foods should be served at temperatures from 175° - 180° F. To maintain proper food temperatures, plate covers and dishes should be preheated. A more commonly used method of maintaining correct temperature in tray service is the thermally-heated, vacuum sealed container.

The diagrams below show typical breakfast and dinner place settings for nursing home or hospital tray service.



BREAKFAST

1 NAPKIN
2 BREAD-AND-BUTTER PLATE
3 CEREAL BOWL
4 SALT
5 PEPPER
6 SUGAR
7 TRAY CARD HOLDER
8 MAIN PLATE WITH COVER
9 FRUIT PLATE
10 CREAMER
11 MILK
12 BEVERAGE POT
13 FORK, KNIFE, SPOONS
14 CUP AND SAUCER



DINNER

1 NAPKIN
2 SALAD PLATE
3 BREAD-AND-BUTTER PLATE
4 SALT
5 PEPPER
6 SUGAR
7 TRAY CARD HOLDER
8 VEGETABLE DISH
9 MAIN PLATE WITH COVER
10 DESSERT PLATE
11 MILK
12 BEVERAGE POT
13 SACKED SILVERWARE
14 CUP AND SAUCER

QUESTIONS:

1. Why is it important that the tray assembly line be carefully planned?

2. Name six of the job responsibilities which may be assigned to the dietitian aide in the tray assembly line.

3. Lucy wanted to be sure Mrs. Smith's tray was complete. What items should be on the tray?

a.	d.	g.
b.	e.	h.
c.	f.	i.

4. Mary Lou was asked to set up a liquid nourishment tray for the patient in Room 303. Should she use a large or small tray? Why?

5. Mrs. Jones, the dietitian, told Betty to check the tray cards for accuracy and completeness. Betty should check to see that each tray card contains the following information:
   a.
   b.
   c.

6. List the three steps in preparing for tray service.

7. From the following menu, make a diagram of the serving tray and use the number preceding the food to locate it on the diagram:

(1) Tomato Juice
(2) Roast Pork (3) Gravy
(4) Baked Sweet Potato
(5) Green Beans
(6) Cole Slaw
(7) Rolls (8) Margarine
(9) Caramel Custard
(10) Coffee

8. The tray in question 7 should contain eight items in addition to those listed. What are they?

9. Give at least five examples of foods which may be served cold.

10. At what temperature should hot foods be served?

ASSIGNMENT:

After reviewing the motion economy principles in Quantity Food Production, pages 59-66, give as many examples as you can of ways these principles could be applied in the tray assembly line. (Complete this assignment and give it to your teacher.)

UNIT VI-3

FUNDAMENTALS OF FOOD SERVICE PROCEDURES

SUBJECT: Food Distribution to Patients

TASKS: Carries loaded trays or pushes loaded serving cart between kitchen and serving areas

Delivers loaded food carts and trays to patient areas, nursing stations, or dining rooms

Picks up food carts and empty trays from patient areas, nursing stations, or dining rooms

OBJECTIVES: Be able to (1) differentiate between centralized and decentralized food service procedures
(2) describe methods used to keep foods at proper temperatures

REFERENCE: Stokes, J. W. _Food Service in Industry and Institutions._ _Dubuque, Iowa: William C. Brown Publishers. 1960,_ pp. 154-165.

In both tray assembly and distribution, each employee has a definite job which insures that the food reaches the patient at optimum quality. The method of handling tray distribution to patients is dependent primarily on the physical layout of the hospital or nursing home. The two common classifications of tray distribution are centralized and decentralized. When the food is served on the trays in the same general area in which it is prepared, it is called centralized food service. When the food is distributed in bulk at some area other than where it was prepared, it is called decentralized food service. Both methods require an organized tray assembly technique. Portable carts are used to speed the patients' trays to them from the dietary department.

QUESTIONS:

1. The two general types of food distribution to patients are __________ and __________________________. Briefly explain each.

2. What is a bulk-food truck?

3. Bulk-food trucks are equipped with ________________________________ to maintain the temperature of the food.

4. Briefly, what are the duties of employees in the Floor Kitchen?

5. What is the main disadvantage of decentralized service?

6. What are four advantages of the mobile cafeteria over the standard decentralized service?

7. Which of the following are characteristics of centralized food service?
   a. Hot foods are hot and cold foods are cold when served.
   b. Trays are served in the Floor Kitchens.
   c. The food may become over-cooked and dried out before it is served.
   d. The food is handled only once.
   e. Complete supervision of tray preparation is in one area.
   f. All trays are prepared in one area.

8. What are two methods used to distribute the trays in centralized service?

9. What do the preassembly activities help to do?

10. Explain briefly the steps in using thermally-sealed, insulated containers.

11. Is any one system of food distribution best? Why or why not?

ASSIGNMENT:

Describe the food distribution procedure used at your training station. What are some of the advantages and disadvantages of this method?

UNIT VII-1

SAFETY PRECAUTIONS

SUBJECT: Safety Precautions

TASKS: Uses precautions necessary to avoid accidents in food service area

Keeps work area clean and wipes up spilled food or liquid as soon as possible

OBJECTIVES: Be able to (1) list rules of safety as a means of avoiding accidents on the job
(2) recognize potential hazardous conditions

REFERENCES: Required: Stokes, John W. *Food Service in Industry and Institutions*. Dubuque, Iowa: William, C. Brown Company. 1960, pp. 186-190.

Supplementary: ________. *Problem Solving: Safety and Sanitation in School Food Service*. Denver, Colorado: American School Food Service Association. 1968.

Dietitian aides who are aware of the discomforts and waste resulting from accidents will be concerned about helping others as well as themselves in the development of safe work habits. Careless attitudes toward "safe" practices among employees may be classified into three general groups:

1. Those who do not understand the dangers in their unsafe acts.
2. Those who do not take necessary precautions.
3. Those who are physically defective, i.e., eyesight, hearing, muscular control.

Accidents result from unsafe acts and/or unsafe conditions. An injury is always the result of one or a combination of these factors. Injuries due to unsafe conditions can be definitely and permanently eliminated. On the other hand, unsafe acts involve human beings and are never entirely eliminated. Unsafe acts which may cause accidents are often a result of failure to follow instructions, use equipment properly, control temper, and get adequate rest. Have you failed in any of these?

The dietitian aide must develop special attitudes as well as skills so that she learns to do her job the safe way without stopping to think about it.

Safe work procedures should become a habit. Three simple steps which help in establishing safety habits are:

- a. start the job right by learning safe habits.
- b. practice the right habits.
- c. never fall back into old habits of carelessness.

In dietary departments, the most common accidents are cuts, burns, falls, and injuries resulting from fires and explosions. Because food preparation and service involve the use of glass, hot liquids, sharp instruments, power-operated equipment, and hot cooking surfaces, employees are constantly working under hazardous conditions.

The following is a summary of some of the more common safety precautions to be observed by those working in food preparation or serving areas.

SAFETY PRECAUTIONS

To Avoid Electrical Shock:

1. See that electric cords are in good repair.
2. Always dry hands before touching electrical equipment.

To Avoid Burns:

1. Turn flame off when removing utensils from range.
2. Use dry pot holder for lifting hot pots and pans.
3. Be sure steam equipment is in good working order to avoid burns from leaks.
4. Have water properly regulated to avoid scalds.
5. Warn fellow workers of hot pans.
6. Keep pot handles turned toward inside of range away from traffic.
7. Raise far edge of cover when you remove lid from a steaming kettle.
8. Use tongs to put food into hot fat and to remove cooked food.

To Avoid Cuts:

1. Clean up and provide for proper disposal of broken dishes and glasses.
2. Place soiled knives on drain rather than in sink, and wash separately from other utensils.
3. Return safety head to slicer after each use and cleaning.
4. Use safety devices on slicers and choppers.
5. Store knives in the slotted cases provided for them.
6. Use can openers which are in good repair so they will cut sharply and leave no ragged edges.
7. Keep fingers away from moving parts.
8. Keep all cutting utensils well-sharpened.
9. Discard chipped or cracked dishes or utensils.

To Avoid Falls:

1. Keep brooms and mops in proper place.
2. Keep hallways well-lighted so that no one will trip.
3. Use stepladders which are sturdy and in good repair.

4. Keep corridors and stairways free from debris.
5. Place articles on shelves securely so they will not fall off.
6. Clean up spilled foods immediately.
7. Walk--don't run--in food service area.

To Avoid Fires and Explosions:

1. Report any suspicions of gas leaks to your supervisor.
2. Keep matches in covered metal container.
3. Know where fire extinguishers are and know how to use them.
4. See that the first aid box is fully supplied.
5. Watch hot fat carefully and store cold fat away from flame.
6. Light matches before turning on gas jets.
7. Keep kitchen and equipment clean to prevent fires caused by an accumulation of grease.

WHAT TO DO IN CASE OF ACCIDENTS

When an employee has an accident, she should be cared for immediately. She should report the accident to her supervisor first. She will then probably be sent to the first aid station in her work area, or if the accident is serious, sent to a doctor. Small cuts, burns, or bruises should be cared for immediately.

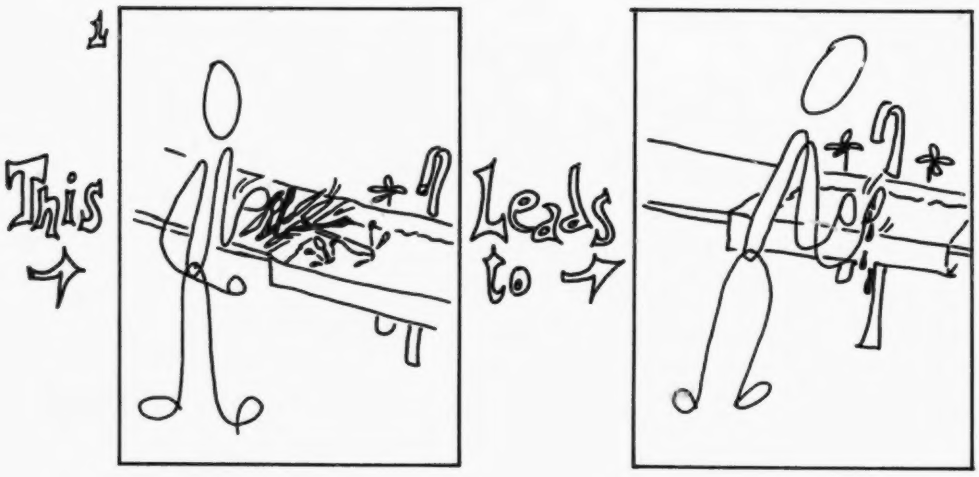
If it is necessary to leave the work station to find first aid, she should do so. The supervisor is interested in the health and safety of all employees. The dietitian aide should do her part to guard against accidents, but in case an accident occurs, she should take care of any type of injury she or her co-workers might suffer.

QUESTIONS:

WHAT IS YOUR SAFETY I.Q.?

What safety precaution is illustrated in each of the following diagrams? Refer back to the list of safety precautions on pages A-170 and A-171, if necessary.

1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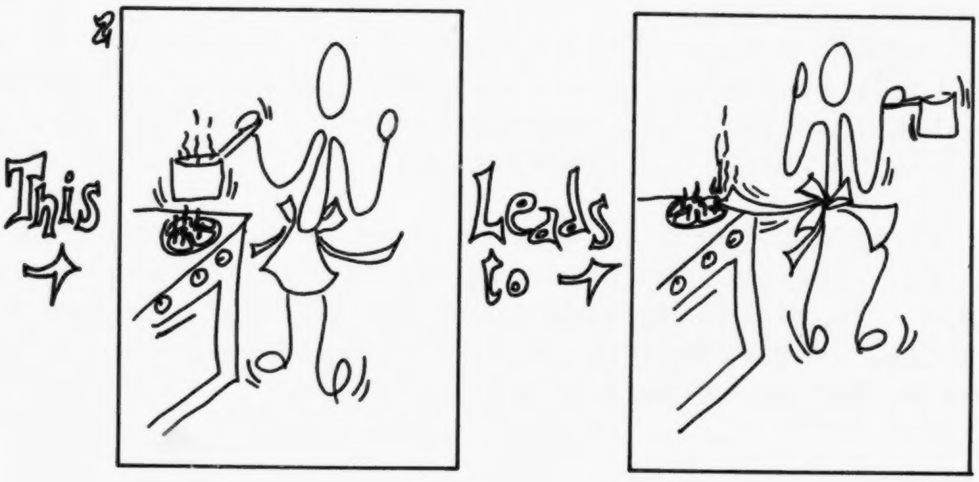
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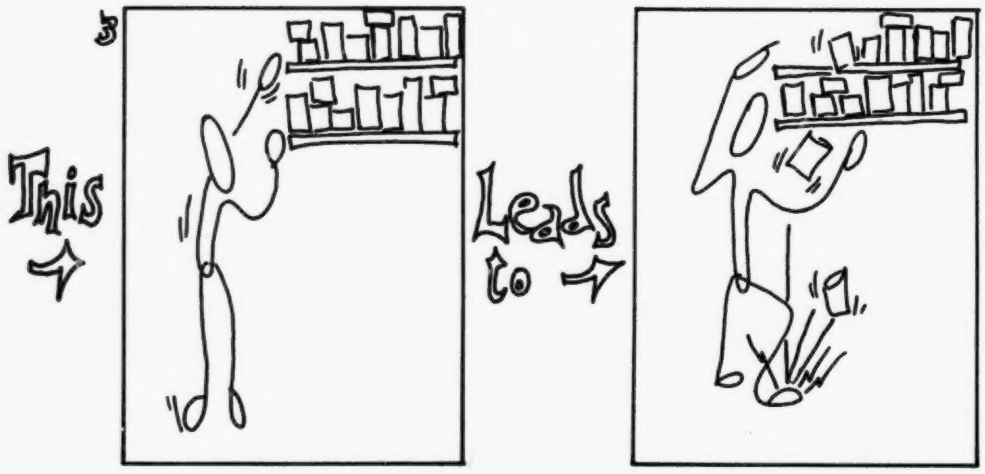
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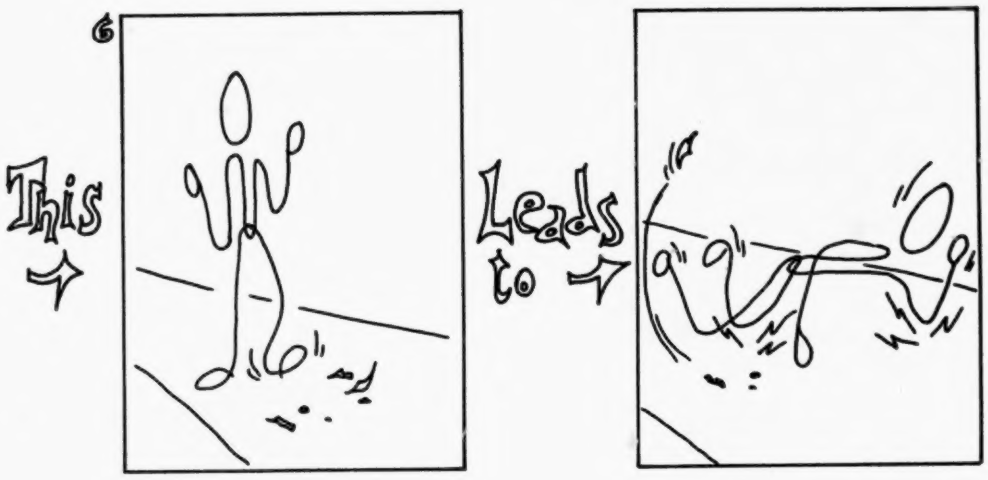
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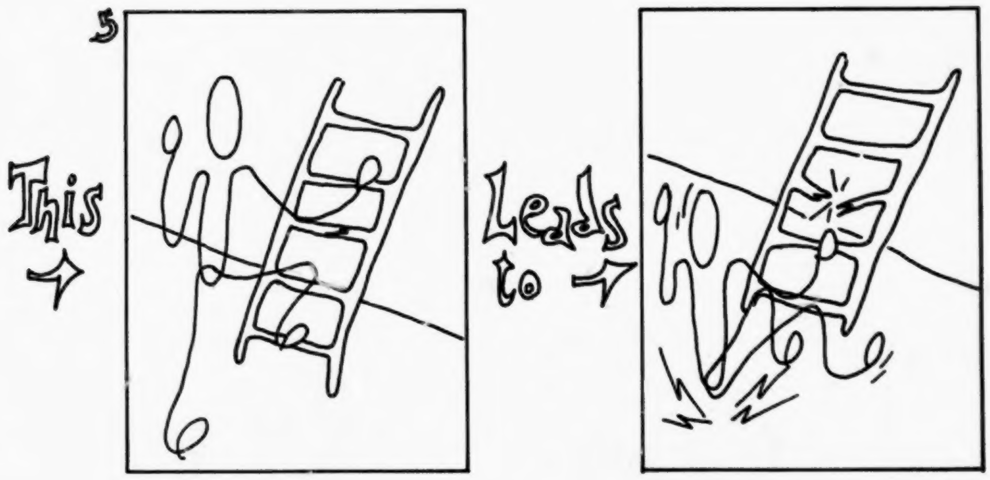
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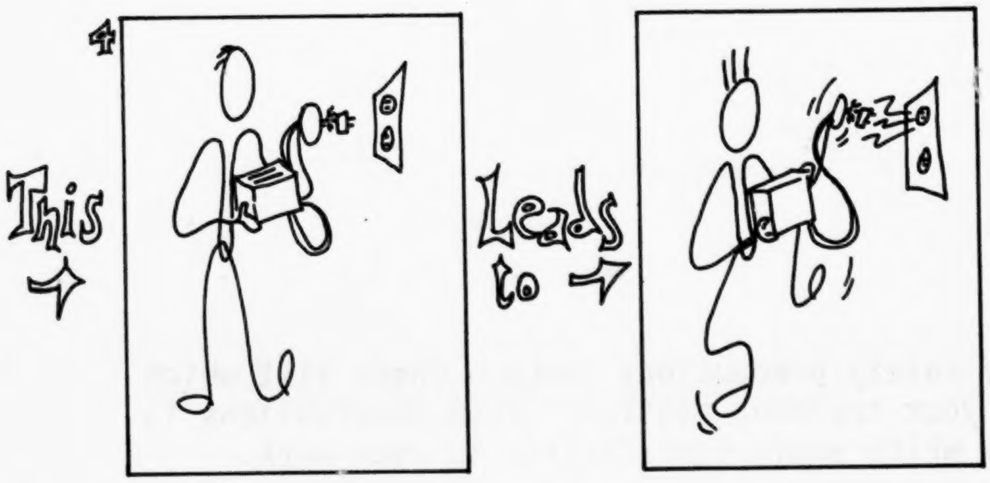
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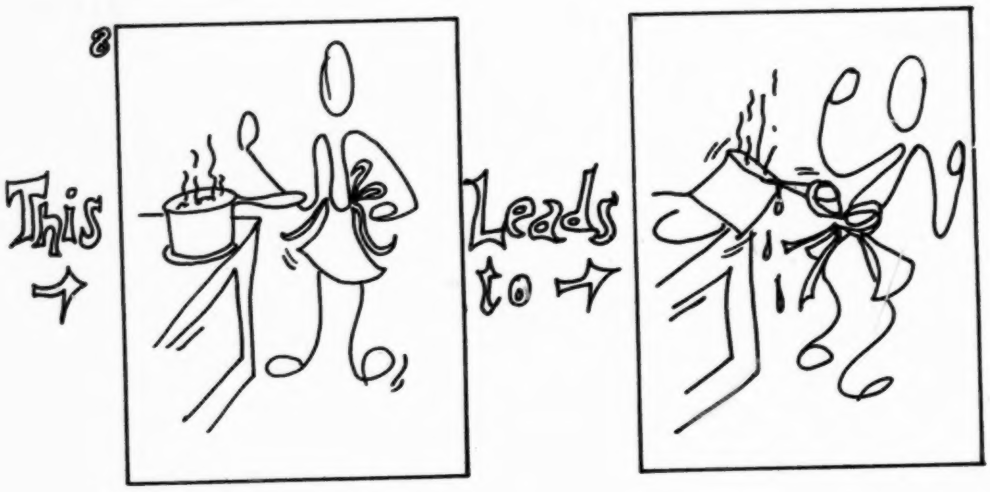
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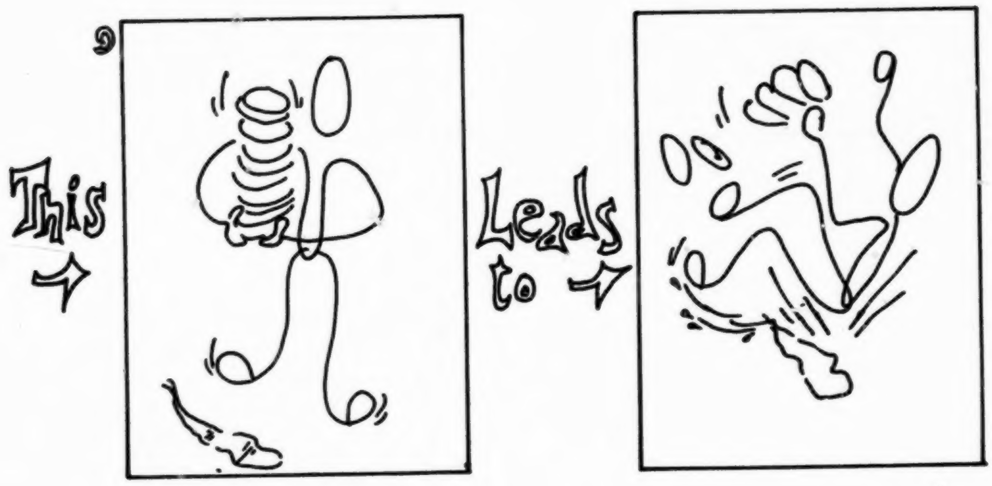
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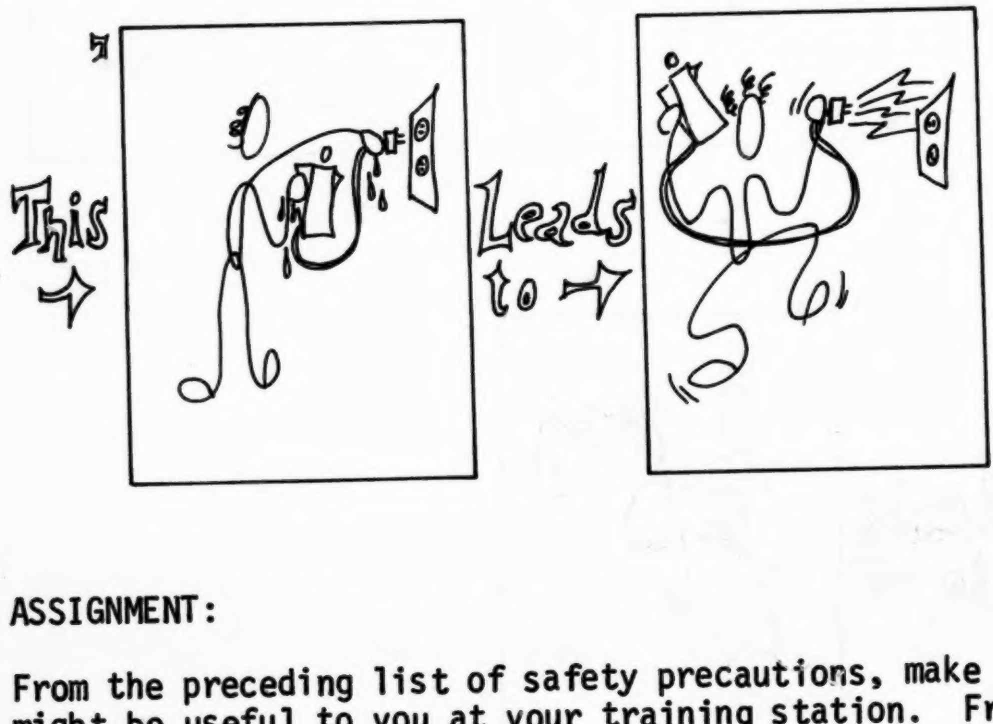
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ASSIGNMENT:

From the preceding list of safety precautions, make a check list which might be useful to you at your training station. From observations in your work area, add others which apply specifically to your work.

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UNIT VIII-1

SANITATION

SUBJECT: Food Contamination and Poisoning

TASKS: Uses sanitary procedures in handling food, supplies, and equipment

Places used and soiled items in specified location

OBJECTIVES: Be able to (1) identify ways disease may be spread through careless handling of food and equipment
(2) analyze situations in which sanitation procedures have been violated
(3) list procedures to be used in caring for food from patients in isolation ward
(4) evaluate own personal habits of cleanliness in relation to accepted sanitation procedures

REFERENCES: ________. Preventing Food-Borne Diseases. Austin, Texas: Texas State Department of Health. 1966, pp. 5-18; 24, 25.

________. Here's How! New York, New York: Plate, Cup, and Container Institute, Inc. Entire pamphlet.

It is estimated that at least one million persons in the United States suffer from foodborne illnesses each year. These illnesses occur when the people responsible for the preparation and serving of food do not observe safe and sanitary methods of food handling.

Food-borne diseases or illnesses result when contaminated food or drink is taken into the body. These illnesses fall into two main categories: those caused by eating foods containing harmful bacteria, and those resulting from eating foods in which bacteria has grown previously and developed a toxin (poison). Salmonella and Streptococcus (Strep) are two kinds of bacteria transmitted in foods, which, when eaten, produce a food-infection poisoning. Staphlococcus (Staph) and botulinus bacteria, on the other hand, produce a poison or toxin in the food, which, when eaten, causes a food-intoxication form of poisoning.

Foods most commonly involved in cases of food-borne illnesses are listed below:

SALMONELLA:	Meat, milk, milk products, eggs, poultry, meat pies, custard-filled bakery goods
STAPHYLOCOCCUS:	Prepared or unheated foods, such as custard-filled pastries, cream pies, egg or potato salads, fish, meat products, sandwiches, and creamed dishes; ham, poultry dressing, chicken or turkey salad
BOTULISM:	Home-canned vegetables or meats

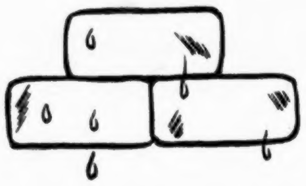
In summary, potentially hazardous foods include all custard and cream fillings, poultry, egg products, shellfish, salads, or creamed dishes containing meat, fish, eggs, or milk products. In other words, foods high in protein content are those most often contaminated.

How do the bacteria described above grow and multiply? They need (1) food, (2) moisture, and (3) warm temperatures to stay alive and multiply. They multiply rapidly under certain conditions. The illustrations on page A-177 show activities of the bacteria during a three hour period of time.

Food-borne disease prevention is essential. The dietitian aid needs to know how food-borne illnesses can be prevented; moreover, she must want to prevent the occurrence of these illnesses. She must, therefore, be alert, cautious, and conscientious as she carries out her responsibilities in handling and serving food.

There are four basic rules which can be used as guidelines in the handling and serving of food.

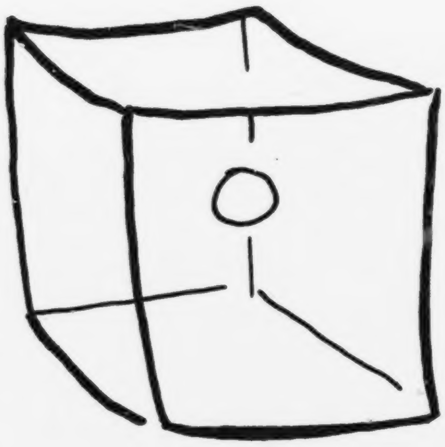
I. Keep Food Cold. Food-poisoning bacteria are not killed by low temperatures, but as can be seen on the chart on page A-178, their growth can be slowed or stopped. Temperatures of 40° F. or below are necessary to halt growth of bacteria.

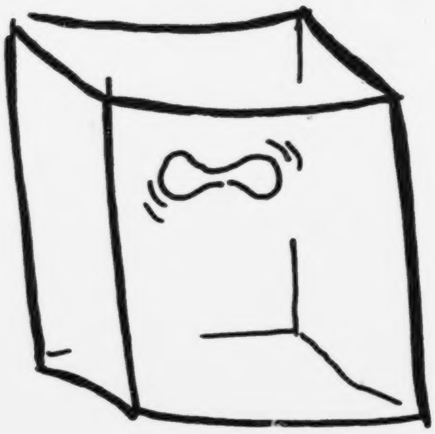


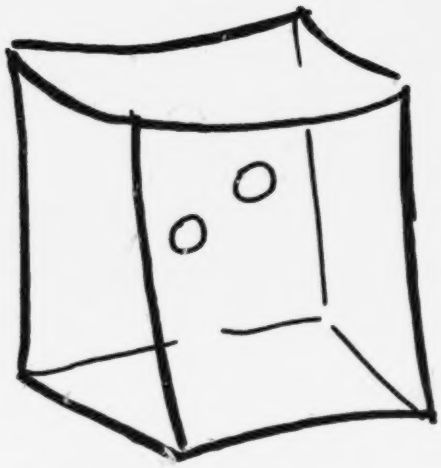
All perishable foods should be refrigerated as soon as possible after delivery. Food products such as salads or cream-filled desserts containing moist carbohydrates or proteins should be refrigerated immediately after preparation. Allowing these foods to stand at room temperature gives bacteria a chance to grow rapidly.

Left-overs should be refrigerated as soon as possible. It is not advisable to keep left-overs more than 24 hours. Do not mix left-overs with fresh food. Food that has been held at room temperature for several hours should not be considered safe and cannot be made so by refrigeration.

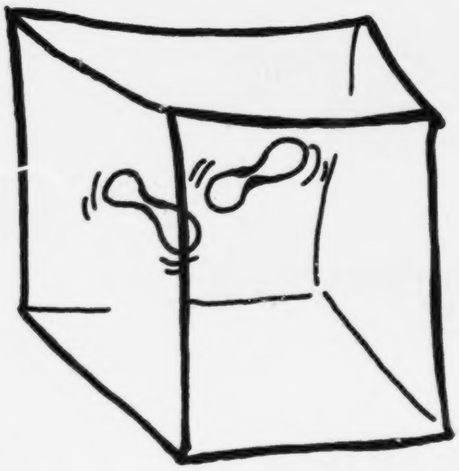
BACTERIA

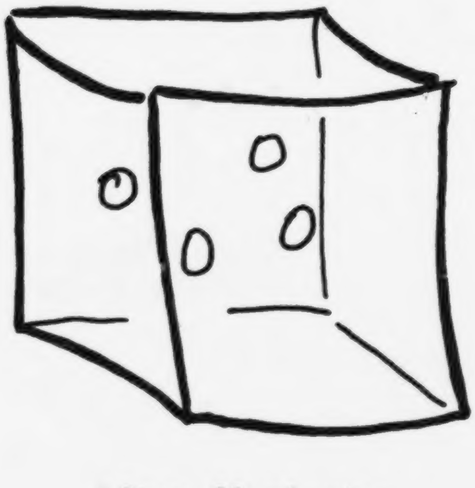




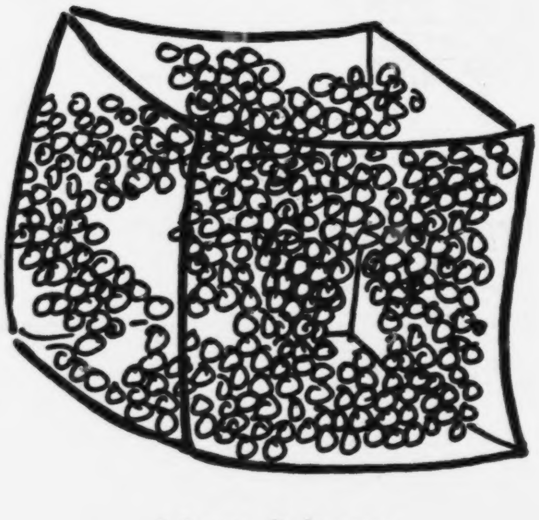


After 20 minutes





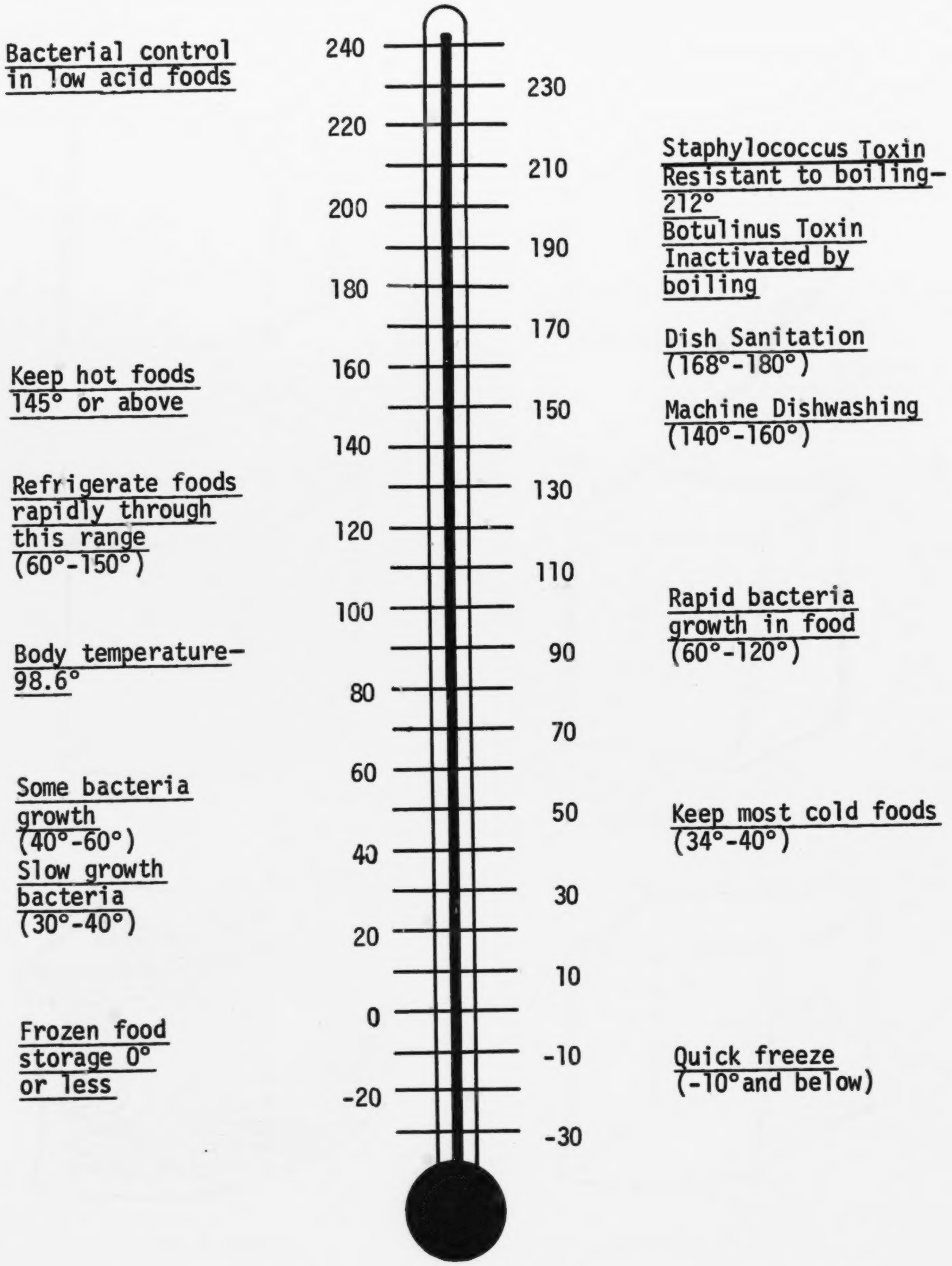
After 40 minutes



After 3 hours

THE EFFECT OF TEMPERATURE ON CONTROLLING BACTERIA GROWTH IN FOODS

Bacteria die or stop increasing when (a) spilled food is removed, (b) moisture is removed, and/or (c) food is kept very hot or very cold. The effect of temperature on the control of bacterial growth in foods is shown in the illustration below:



Bacterial control in low acid foods
240
230
220
Staphylococcus Toxin Resistant to boiling-212°
210
200
Botulinus Toxin Inactivated by boiling
190
180
170
Dish Sanitation (168°-180°)
Keep hot foods 145° or above
160
150
Machine Dishwashing (140°-160°)
140
Refrigerate foods rapidly through this range (60°-150°)
130
120
110
Rapid bacteria growth in food (60°-120°)
100
Body temperature-98.6°
90
80
70
60
Some bacteria growth (40°-60°)
50
Keep most cold foods (34°-40°)
40
Slow growth bacteria (30°-40°)
30
20
10
0
Frozen food storage 0° or less
-10
Quick freeze (-10°and below)
-20
-30

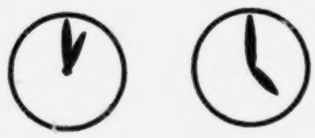
The use of shallow pans, about 4 inches deep, for refrigeration of large amounts of food allows the food to cool more rapidly than it would in deep containers. This rapid cooling allows less time for the growth of bacteria to occur. Stirring the food during cooling also helps to reduce the length of the cooling time.

A misconception held by some people is that food should be allowed to stand at room temperature for several hours and should not be put into the refrigerator while it is still warm or it will "spoil." This is not true unless the cooling unit is overloaded and, as a result, the temperature of the refrigerator is raised to a level where spoilage starts. If a large amount of hot food needs to be refrigerated, it can be cooled partially by placing the pans of food in cold water before putting them in the refrigerator.

II. Keep Food Hot. The danger zone for growth of bacteria is between 40° and 140° F. Hot foods should, therefore, be held at temperatures of at least 140° F.

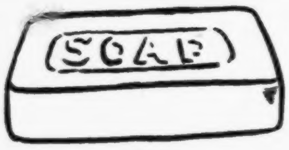
It is important that foods, such as pork, poultry, eggs, ground meats, and dehydrated food products, be cooked thoroughly to destroy certain types of bacteria. Temperatures of 165° to 170° F. should be reached in the center of the food.

III. Keep Time in Danger Zone Short. Foods should not be held at temperatures between 40° and 140° F. more than four hours. This time is cumulative, i.e., one hour in the morning, one hour another time, and two hours at a third time add up to the four hour limit.



Certain foods are more likely to be contaminated during these in-between temperatures than others. Turkey or other poultry dressings should not be at these temperatures for more than four hours. Left-over poultry meat, dressing, and gravy should be refrigerated immediately. Sandwich fillings and salads and cooked hams are examples of other foods which should not stand at room temperature more than four hours.

IV. Keep Food Clean. One way to keep food clean is to use clean equipment. Three "tips" for general cleaning of equipment include the following.



1. All kitchen equipment used in the preparation or serving of food should be cleaned thoroughly after each use.
2. All utensils used in the preparation and/or service of food should be cleaned and sanitized thoroughly before being used.
3. After it is cleaned, all equipment should be handled and stored properly to prevent contamination.

Food may be infected:

1. when a person sneezes or coughs.
2. when hands have not been washed properly.
3. by fingernails which have not been cleaned properly.
4. by handling food with hands, instead of using the proper utensil.
5. by using dishes not sanitized properly.
6. by employees who are not well.
7. when it is handled by persons with cuts or infections on their hands.

The basic rules for food sanitation practices can be shortened into four clues to remember when handling food. Notice the repeated use of the number four.[1]

1. 4 rules--cold, hot, time, clean
2. 40° F. and below--4 inch deep storage pans
3. 140° F. and above
4. 4 hour incubation time

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[1] Adapted from Current Practices in Food Protection, U.S. Department of Health, Education, and Welfare, Public Health Service. Cincinnati, Ohio. p. 7-3.

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FOOD FROM ISOLATION WARD

Disposable dishes are generally used for patients in isolation. Dishes and leftover food should be destroyed immediately and carefully to avoid further contamination of patients and dietary employees.

SANITATION PRACTICES IN FOOD HANDLING

The general sanitation rules listed below are good habits to form and will help to protect both the health of the dietitian aide and those she serves. Not only are food-borne illnesses transmitted to foods, but communicable diseases are also spread by way of food. Examples of these are respiratory, intestinal, and skin diseases. All of these diseases may be transmitted by employees who are infected. It is necessary, therefore, that employees be in good health and practice sanitary precautions.

1. Hands should be washed before food is handled.
   Never lick fingers or thumbs when preparing and serving foods.
   Avoid putting fingers on face or nose.

2. Always wear a hair net or cap when working in the food service area to keep the hair covered and away from food.
   Avoid putting fingers in hair because they become contaminated by the organisms which collect in the hair.

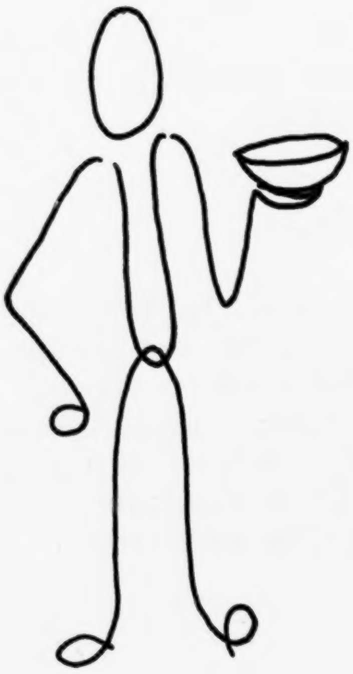
3. Do not chew gum near the food preparation and service area.

4. Do not touch the "business end" of forks, knives, and spoons used in preparing foods, serving patient trays, or setting tables for dining room service.

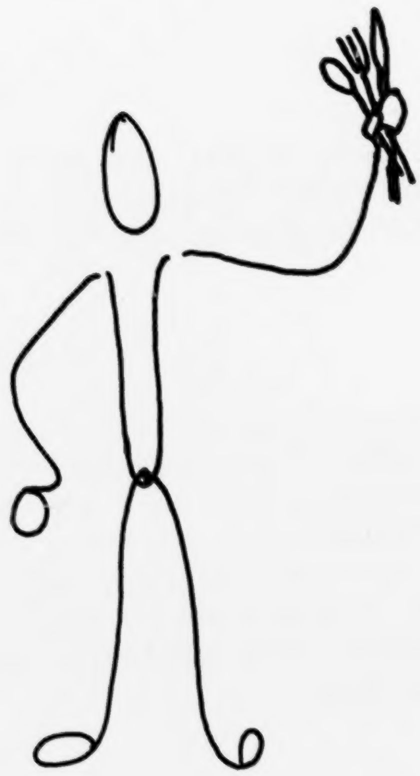
5. Handle bowls, glassware and cups properly.
   a. Do not touch rims of glassware and cups.
   b. Do not put fingers inside mixing bowls, plates, and saucers.

6. Use tongs for:
   a. placing ice in glasses or pitchers.
   b. serving pastry, rolls or doughnuts.

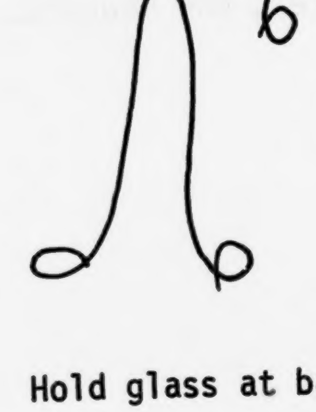
Sanitary methods of handling food and utensils are demonstrated in the illustrations below:



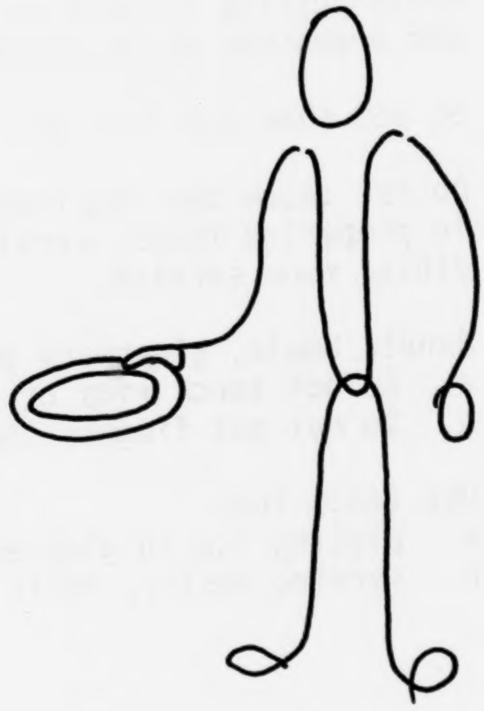
Hold bowl on the bottom



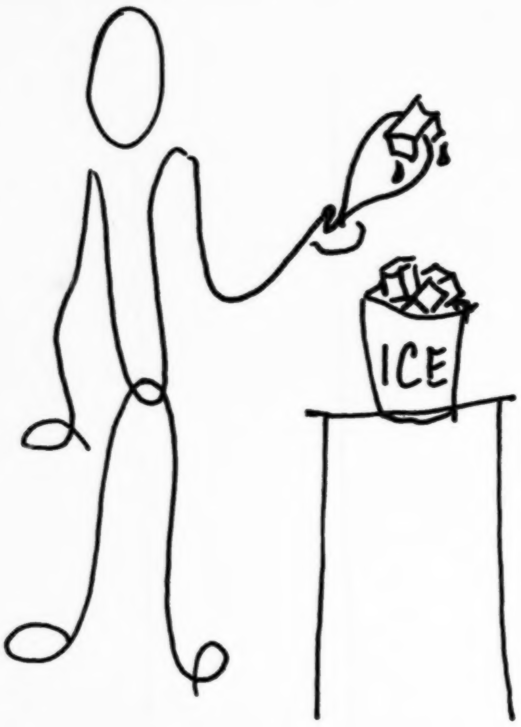
Carry silverware by handle



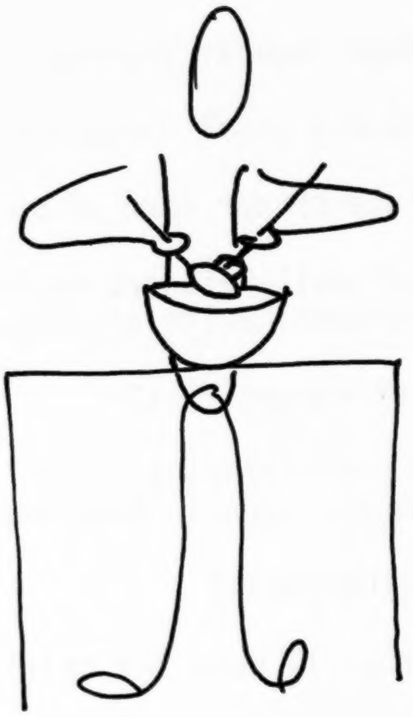
Hold glass at base



Carry plate by rim



Use tongs for ice



Use large spoon and fork
for mixing salad

Personal Sanitation Practices

Hospitals and/or nursing homes may have slight variations in policies regarding standards for personal cleanliness. It is important that the dietitian aide strive to meet these standards and become aware of the necessity for cleanliness. If personal cleanliness becomes a way of life for the dietitian aide, she will reap rewards in personal satisfaction and improved self-confidence and will be an asset to her employer.

The check list on pages A-183 and A-184 may serve as a guide for evaluating your personal habits of cleanliness.

PERSONAL CHECK LIST

DO I:	ALWAYS	USUALLY	SELDOM
1. Have regular physical examinations?			
2. Have a chest X-ray every year?			
3. Take proper care of mouth and teeth?			
4. Eat well-balanced meals to maintain maximum health at normal weight?			
5. Get enough rest?			
6. Report injuries, cuts, skin eruptions, burns, even if they appear to be minor?			
7. Bathe daily?			
8. Properly care for hair?			
9. Wear clean uniform?			
10. Wear hair net or cap?			
11. Refrain from wearing jewelry?			
12. Wear neat comfortable shoes?			
13. Change undergarments daily?			
14. Keep nails clean and neatly filed?			
15. Wash hands with soap, warm water, nail brush:			
a. before starting work?			
b. after handling soiled articles?			
c. after using the toilet?			
16. Avoid coughing, sneezing, or clearing mouth and/or nose near food or dishes?			
17. Keep hands and fingers away from hair, face, nose, and mouth?			
18. Use spoons, forks, tongs, or disposable gloves as much as possible to minimize direct hand contact with food?			

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DO I:	ALWAYS	USUALLY	SELDOM
19. Keep hands and fingers out of food?			
20. Avoid tasting food with mixing spoon or ladle?			
21. Avoid eating in food preparation or service areas?			
22. Refrain from chewing gum in or near food preparation and service areas?			
23. Keep work areas and surfaces clean and orderly?			

QUESTIONS:

1. Why is it important that hair nets or caps be worn by food service employees?
2. At what temperature range do bacteria grow most rapidly in foods?
3. What is meant by food poisoning?
4. True or False: Few cases of food poisoning or infections occur in the United States.
5. a. What is the source of salmonella germs?
   b. What foods do they contaminate?
   c. How can this contamination be prevented?
6. a. Where are staphylococcus germs found?
   b. What happens when staphylococcus germs reproduce in food?
   c. How can staph food poisoning be prevented?
   d. What foods are most often involved in staph poisoning?
7. a. Where is the botulism germ found?
   b. In what kinds of foods is it most likely to be found?
8. Which of the three germs causing food-borne diseases is most likely to be fatal to man?

9. What are the two main categories of food-borne illnesses?

10. A chicken noodle casserole was prepared in the morning, left in the oven which was turned off until late afternoon, and then it was warmed and served. Why was this not a wise thing to do? What should have been done?

11. Sally made some ham salad and turkey salad sandwiches for the patient trays. She put them in the refrigerator until serving time. Was this necessary? Why or why not?

12. Ten gallons of stew had been prepared for use the next day. It was allowed to cool at room temperature for several hours and then placed in the refrigerator in the 10 gallon container. What two mistakes were made in this situation?

13. Mary cut her finger, and it was slightly swollen. She did not say anything about it to her supervisor, however, when she told her to remove some chicken from the bones. Which germ that causes a food-borne disease might Mary have spread to the patients through her infected cut?

14. What should be done with food which is returned from patients in the isolation ward?

ASSIGNMENT:

Choose at least three things from the checklist in this unit and/or the pamphlet, Here's How, that you can do to improve your work habits in relation to cleanliness and sanitation. Work out a plan for improvement in these areas. Turn this plan in to your teacher for approval. With the aide of your teacher, evaluate your progress each week for as long as necessary to form the habit.

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UNIT VIII-2

SANITATION

SUBJECT:	Dishwashing Procedures
TASK:	Uses sanitary procedures in handling food, supplies, and equipment
OBJECTIVE:	Be able to describe proper procedure for washing dishes and equipment
REFERENCES:	Stokes, John W. Food Service in Industry and Institutions. Dubuque, Iowa: William C. Brown Company, 1960, pp. 168-185. _______. Preventing Food-Borne Diseases. Austin, Texas: Texas State Department of Health. 1966, pp. 37-43.

QUESTIONS:

1. According to Stokes, what are the four basic steps in washing dishes?
2. Why is it necessary that glasses be sterilized in the cleaning process?
3. What happens when utensils (knives, forks, and spoons) are piled in layers in the dishwashing machine basket?
4. Why is the use of dish towels not recommended for drying dishes?
5. What is the recommended temperature for rinse water used in dishwashing facilities?
6. When should the use of bactericides be considered?
7. What are detergents?
8. a. Which type of detergent is desirable in washing plastic ware and non-metal trays?
   b. What is the advantage of using detergents containing "wetting agents" when washing china?
9. What is one disadvantage of a conveyor type dish machine?
10. Why is a three-compartment sink preferable in the pot washing area?
11. Health inspectors in most localities take frequent ________ counts.

12. A pot washing area is used for washing pots, pans, and ____________.

13. Lipstick marks can be removed from glasses only by using ___________.

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UNIT VIII-3

SANITATION

SUBJECT: Sanitation Codes

TASK: Follows federal, state, city, and county sanitation codes

OBJECTIVE: Be able to relate provisions of sanitation codes to the duties of a dietitian aide

The main purpose of food sanitation codes is protection for the consumer of food. Specific purposes are to:

1. Protect food against infection by observing sanitary standards. These standards are meant to reduce the opportunity for bacteria to gain entrance into the food and multiply.
2. Insure wholesomeness of food so that it is clean, free from adulteration, and suitable for human use.
3. Meet patient expectations by providing a clean, appealing, pleasant atmosphere for meal service.

A food sanitation program is designed to cover all eating and drinking establishments, as well as food sources and the transportation of foods. The dietitian aide is concerned mainly with the sanitary regulations pertaining to hospitals and nursing homes. Food sanitation programs should be based on nationally accepted public health principles and standards, but methods may vary due to local customs and problems.

The United States Department of Health, Education, and Welfare and the United States Department of Agriculture are the two federal agencies that are most concerned with the sanitary aspects of food production. Two divisions of the Department of Health, Education, and Welfare are the Food and Drug Administration and the Public Health Service. These divisions set up model codes which may be adopted by states, counties, and municipalities.

Other agencies having authority over food sanitation are state and local agencies, city health departments and boards of health, and the state departments of health. In general, the food sanitation code is set up by the Public Health Service and widely adopted by state and local health departments. This code defines applicable terminology, sets standards for food supplies and protection, sets standards for personnel, sets standards for food equipment, inspects sanitary facilities and contamination controls, and inspects physical facilities and operations.

A permit to operate may be issued to an establishment on the basis of the adopted code. Inspection of the hospital or nursing home is done at regular intervals by a competent inspector from the agency in authority. Failure to comply with standards of the code may ultimately result in suspension of the permit to operate. It is of utmost importance that the dietitian aide understand:

1. the importance of sanitation.
2. the reason for the sanitation code.
3. the penalty involved if sanitation regulations are not met.

In this way, the dietitian aide is more likely to do her part in seeing that the regulations are carefully followed.

QUESTIONS:

Agencies

Food and Drug Administration	Department of Agriculture
Public Health Service	State Department of Health
Department of Health, Education, and Welfare	City Health Department

Using the above list of agencies, complete each statement:

1. ______________ and ________________ are the two main divisions of the U.S. Department of Health, Education, and Welfare which set up model sanitation codes.

2. A second federal agency which is concerned with the sanitation of food is ________________________.

3. Two types of local agencies which work with food protection and sanitation are __________________ and _______________________.

ASSIGNMENT:

Find out what laws protect food in your city. What sanitation ordinances are in effect where you live? Which of these laws and ordinances affect you on the job as a dietitian aide?

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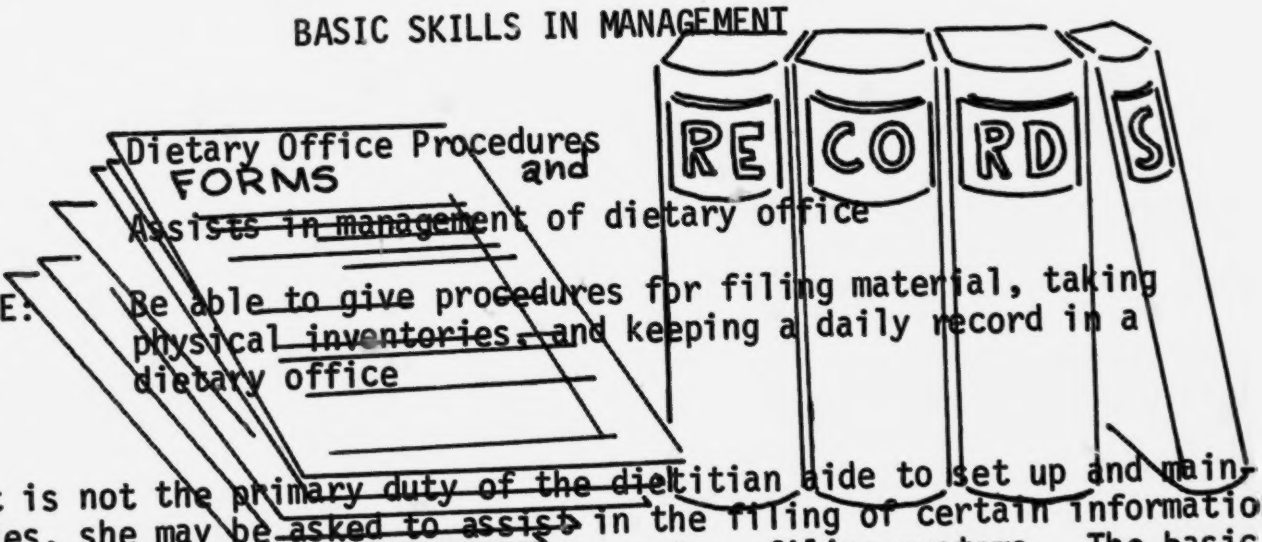
UNIT IX-1

BASIC SKILLS IN MANAGEMENT


FORMS
and
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SUBJECT: Dietary Office Procedures

TASK: Assists in management of dietary office

OBJECTIVE: Be able to give procedures for filing material, taking physical inventories, and keeping a daily record in a dietary office

While it is not the primary duty of the dietitian aide to set up and maintain files, she may be asked to assist in the filing of certain information. She should be familiar, therefore, with various filing systems. The basic ways of indexing files are:

1. Alphabetical filing, which is the one most widely used. This system stresses the name or topic as the important item (see Figure 1).
2. Subject filing is the arrangement of records by topic areas rather than by name (see Figure 2).

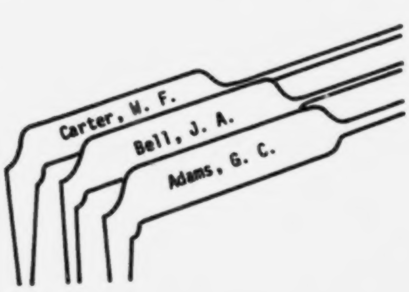
Carter, M. F.
Bell, J. A.
Adams, G. C.

Figure 1.

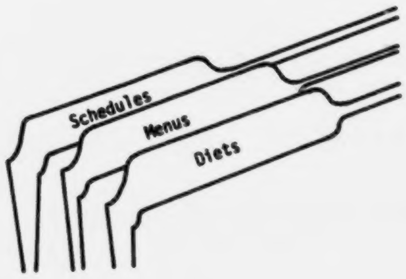
Schedules
Menus
Diets

Figure 2.

3. Geographic filing is arranged by location--east, west, north, south, countries, states, counties, or cities (see Figure 3).
4. Numeric filing means that every item is given a number. Data that can be filed numerically include bank checks, invoices, letters, memoranda, and notices (see Figure 4).

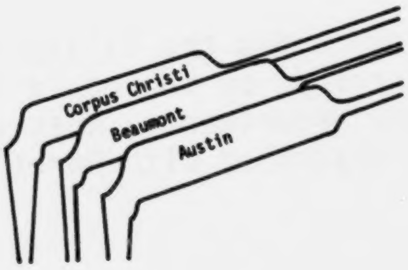
Corpus Christi
Beaumont
Austin

Figure 3.

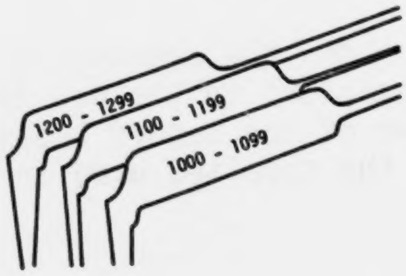
1200 - 1299
1100 - 1199
1000 - 1099

Figure 4.

Supplies used in filing include guides, dividers, folders, tabs, labels, and colors. If the dietitian aide is called upon to do some filing, she should learn the filing system used by the hospital or nursing home where she is employed and carefully follow it. Some suggestions for maintaining dietary office files are given below.

DO'S AND DON'T'S FOR BETTER FILING

DO:

Use plenty of dividers and file behind the dividers.

Stagger divider tabs for easy viewing.

Keep papers neatly arranged in the folders.

Line up papers along top and left margins. Always turn letterhead to the left side of drawer.

Allow for expansion.

Use staples to fasten related papers together.

Use "out" cards for checking folders out to individuals.

Use colored tabs for easy identification of various sections of the file.

DON'T:

File more than 10 folders per divider.

Overstuff folders. Limit to approximately one-half inch of papers.

Let the index become obsolete.

Use paper clips, rubber bands, or straight pins to hold papers together.

Fasten sheets in folders, except for very important documents.

Let inexperienced personnel replace documents in files without close supervision.

QUESTIONS:

1. Miss Jackson, the administrative dietitian, explained the filing system of the hospital to the new dietitian aide, Dorothy, so she could help with some of the record keeping in the dietary department. What are some of the supplies used in filing that she discussed with Dorothy?

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In items 2-8, match the type of indexing which would be used to file the following papers.

PAPERS

2. Diabetic Diets (suggestions for)
3. Armour and Company
4. 19.3
5. General Power and Light
6. Exchange List
7. Sixth Floor Diet Records
8. Mrs. Jones - Diet Selection Sheet

TYPES OF INDEXING

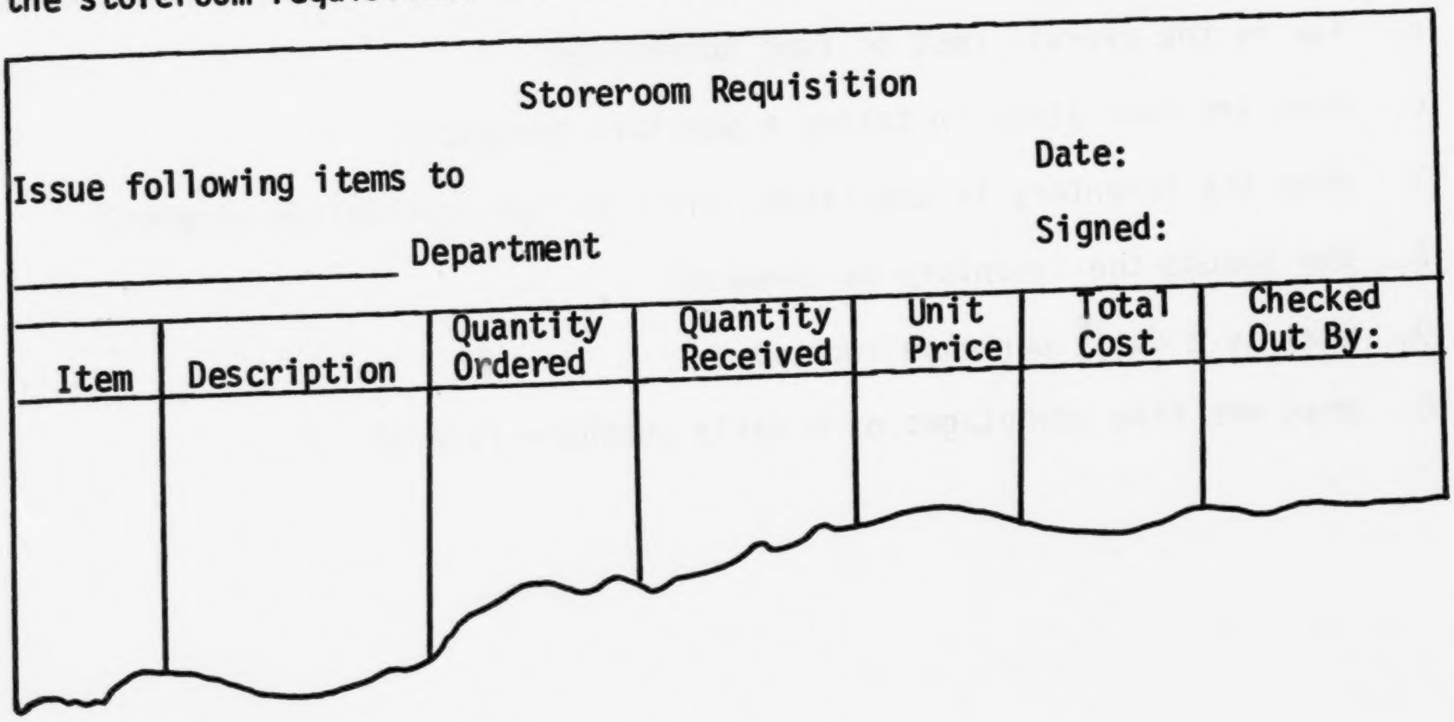
a. Alphabetical
b. Subject
c. Geographic
d. Numeric

FOOD SUPPLY FORMS

REFERENCES: Stokes, J. W. Food Service in Industry and Institutions. Dubuque, Iowa: William C. Brown Company. 1960, pp. 195-198.

U.S. Department of Health, Education, and Welfare. A Guide to Nutrition and Food Service. Washington, D.C.: U.S. Government Printing Office. 1965, pp. 44-45.

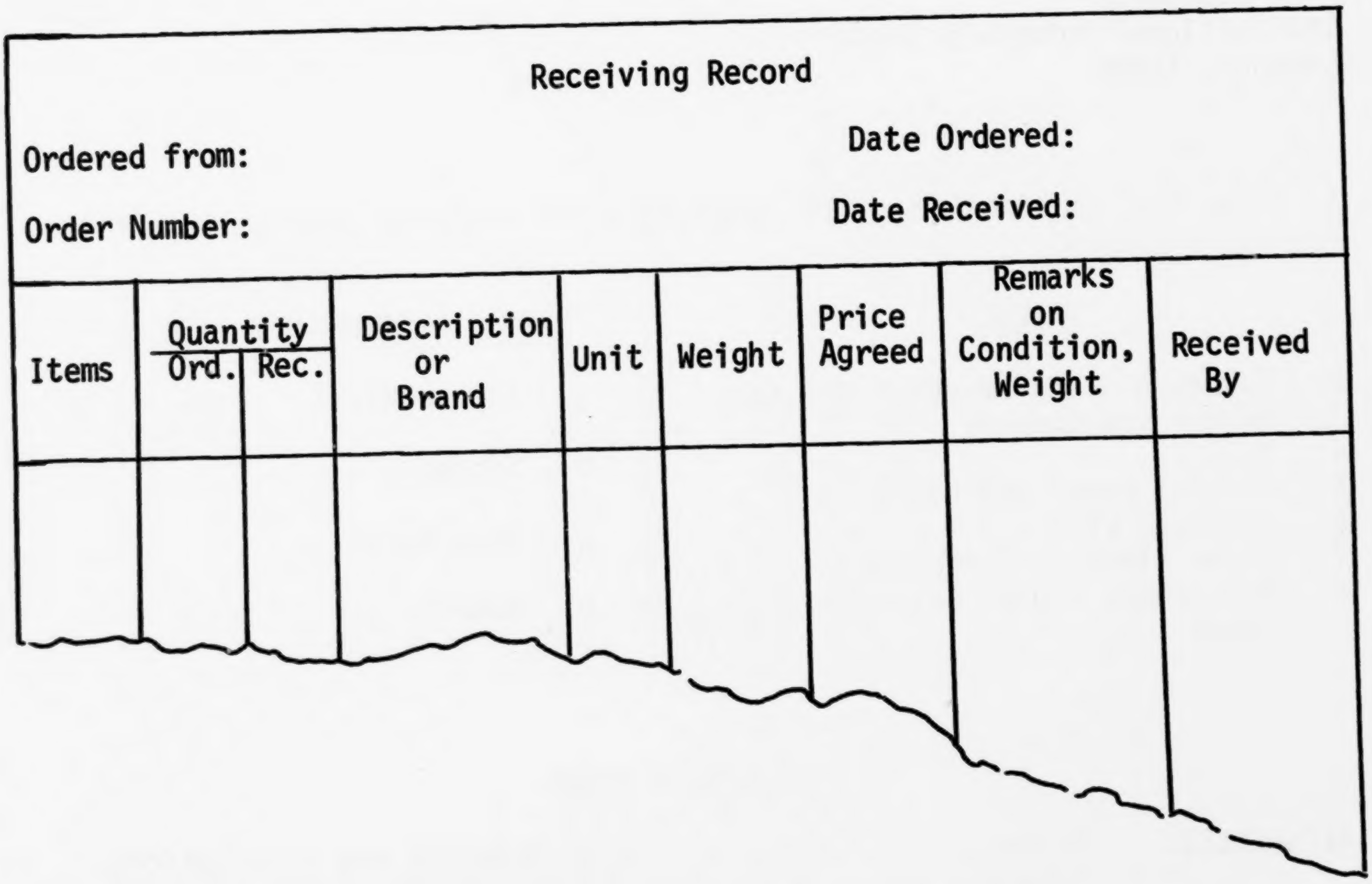
Several forms are used in keeping account of food supplies. The dietitian aide may be asked to work with these forms. The physical and perpetual inventory forms are shown in the reference. Examples of two other forms, the storeroom requisition and receiving record, are shown below.



Storeroom Requisition

Issue following items to
Date:
________________ Department
Signed:

Item	Description	Quantity Ordered	Quantity Received	Unit Price	Total Cost	Checked Out By:



Receiving Record

Ordered from:

Order Number:

Date Ordered:

Date Received:

Items	Quantity		Description or Brand	Unit	Weight	Price Agreed	Remarks on Condition, Weight	Received By
	Ord.	Rec.						

QUESTIONS:

1. When are physical inventories usually taken?
2. What is counted in an inventory?
3. How is the value of items on hand derived?
4. Why are small amounts, such as fractions of a pound, usually not counted?
5. How is the overall cost of food determined?
6. What are four steps in taking a physical inventory?
7. When the inventory is completed, where is the information entered?
8. Why should the inventory be checked?
9. What is a daily purchase record?
10. What are five advantages of a daily purchase record?

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UNIT IX-2

BASIC SKILLS IN MANAGEMENT

SUBJECT: Telephone Etiquette

TASK: Assists in management of dietary office

OBJECTIVES: Be able to (1) identify appropriate telephone etiquette for dietary office
(2) analyze situations dealing with telephone calls

The following information will be helpful in improving the telephone etiquette of the dietitian aide:

1. Answer promptly. Be ready to talk as soon as you pick up the receiver. Speak directly into the phone in a normal voice. Hold mouthpiece about one inch from mouth. Enunciate clearly. A smile or frown can be detected by the person who is talking with you on the phone.

2. Identify yourself. Give the name of your station, followed by your name. Instructions may vary at each hospital or nursing home.

3. Take calls for others courteously. If person called is unable to answer the phone, give sufficient explanation such as, "I am sorry, Mrs. Franklin is talking on another line." Offer a choice between waiting and having the call returned. For example, "Would you care to hold the line or may I ask Mrs. Franklin to return your call?" Another important rule is to WRITE ALL INFORMATION DOWN. Do not trust your memory--you might not be around to deliver a verbal message!

4. Take messages accurately. Keep pad and pencil available for taking messages. Request, rather than demand information, i.e., "May I tell her who is calling?" Repeat information to make sure it is correct. Be sure to write down the time of the call, especially if the person called for is out of the office.

5. Handle complaints tactfully. When you answer the phone, you represent your employer. Adopt a pleasant, helpful attitude. Listen carefully and remain calm and friendly. Avoid blaming others or taking matters personally. If mistakes are made, apologize. Be ready to give information or assistance. Example:

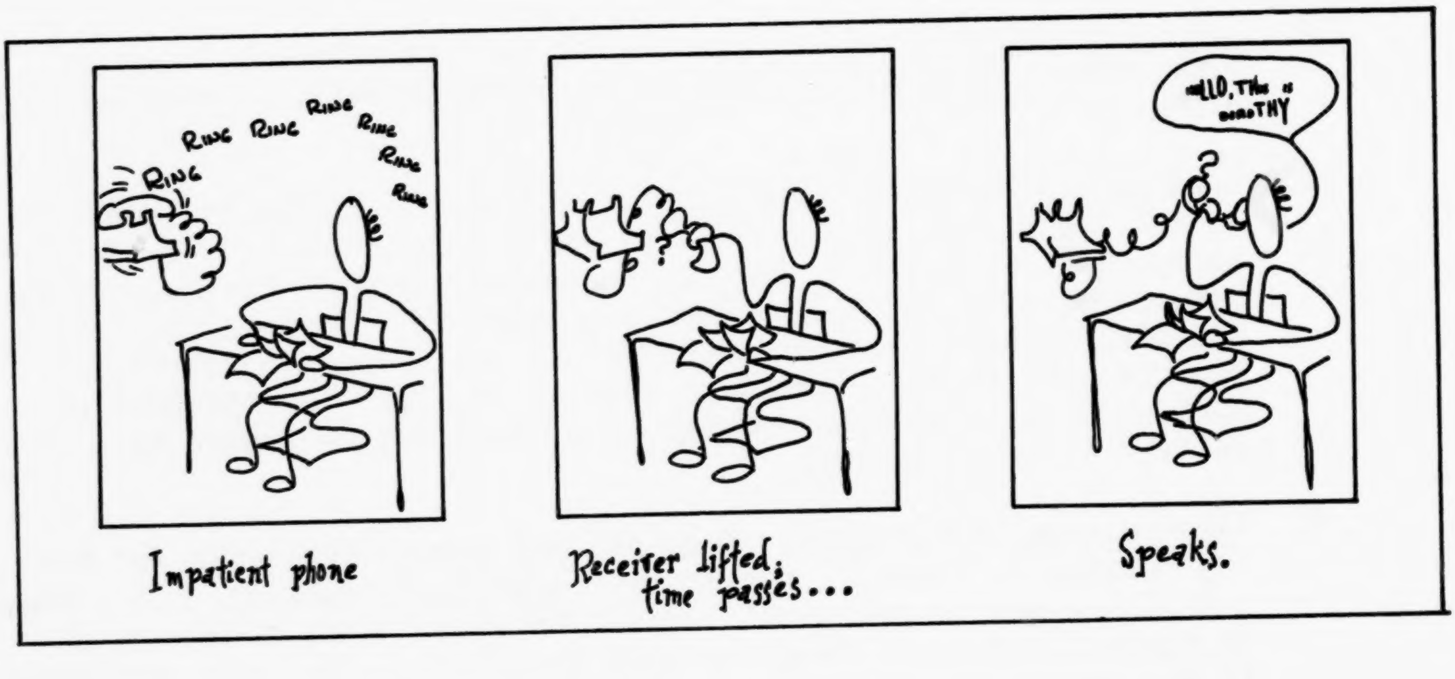
"I am sorry if there has been some mistake, but Mrs. Franklin has been unable to return your call. Could someone else assist you?"

Guidelines for a successful telephone personality:

1. Use a moderate rate of speech.
2. Speak distinctly.
3. Choose the right word.
4. Use a normal conversational tone.
5. Avoid a monotonous voice.
6. Use proper emphasis.
7. Use low pitched tone.
8. End calls pleasantly.

QUESTIONS:

1. List four mistakes in telephone etiquette evident in these three cartoons:

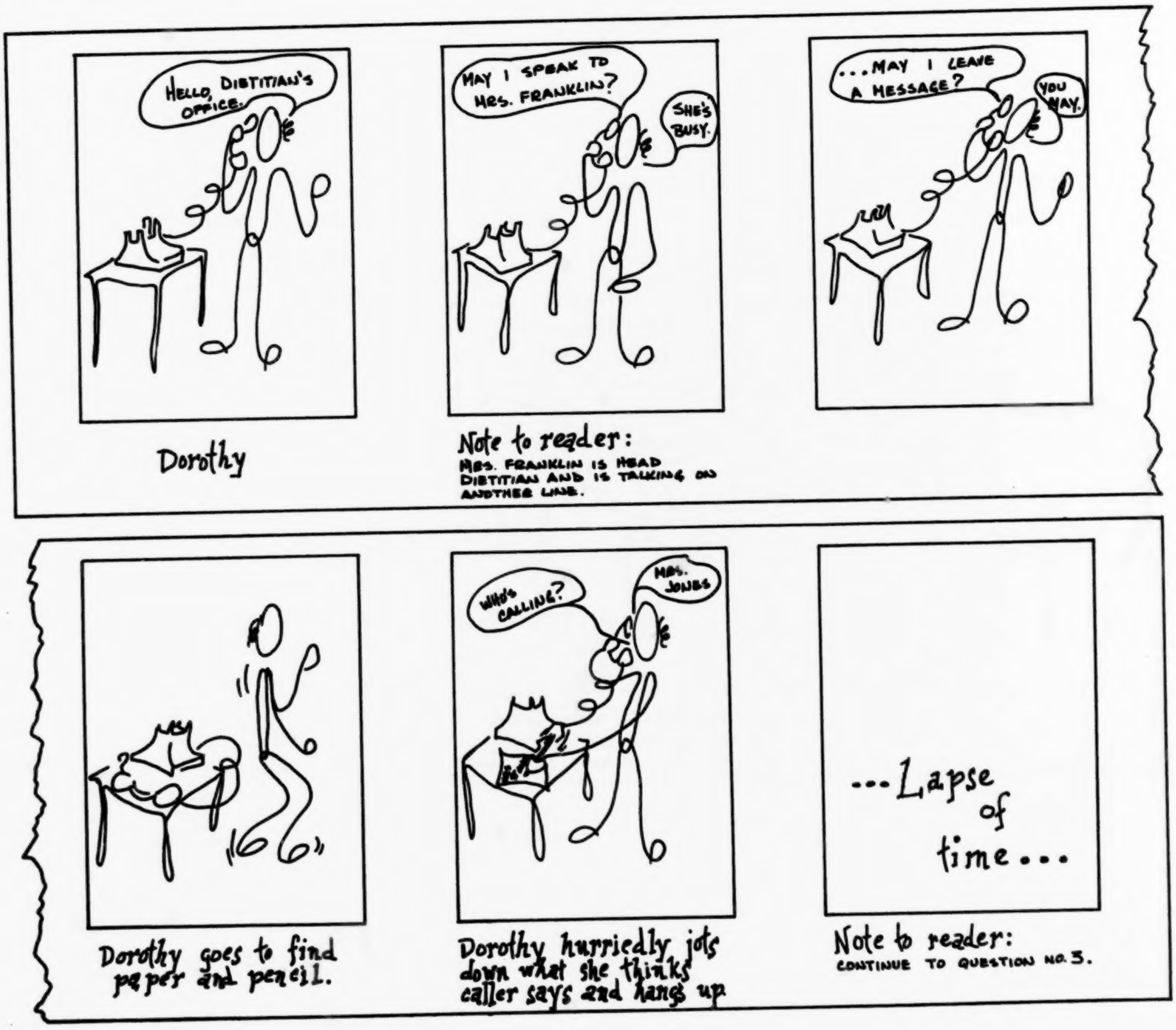

RING
RING RING RING RING RING RING
HELLO, THis is DOROTHY

Impatient phone

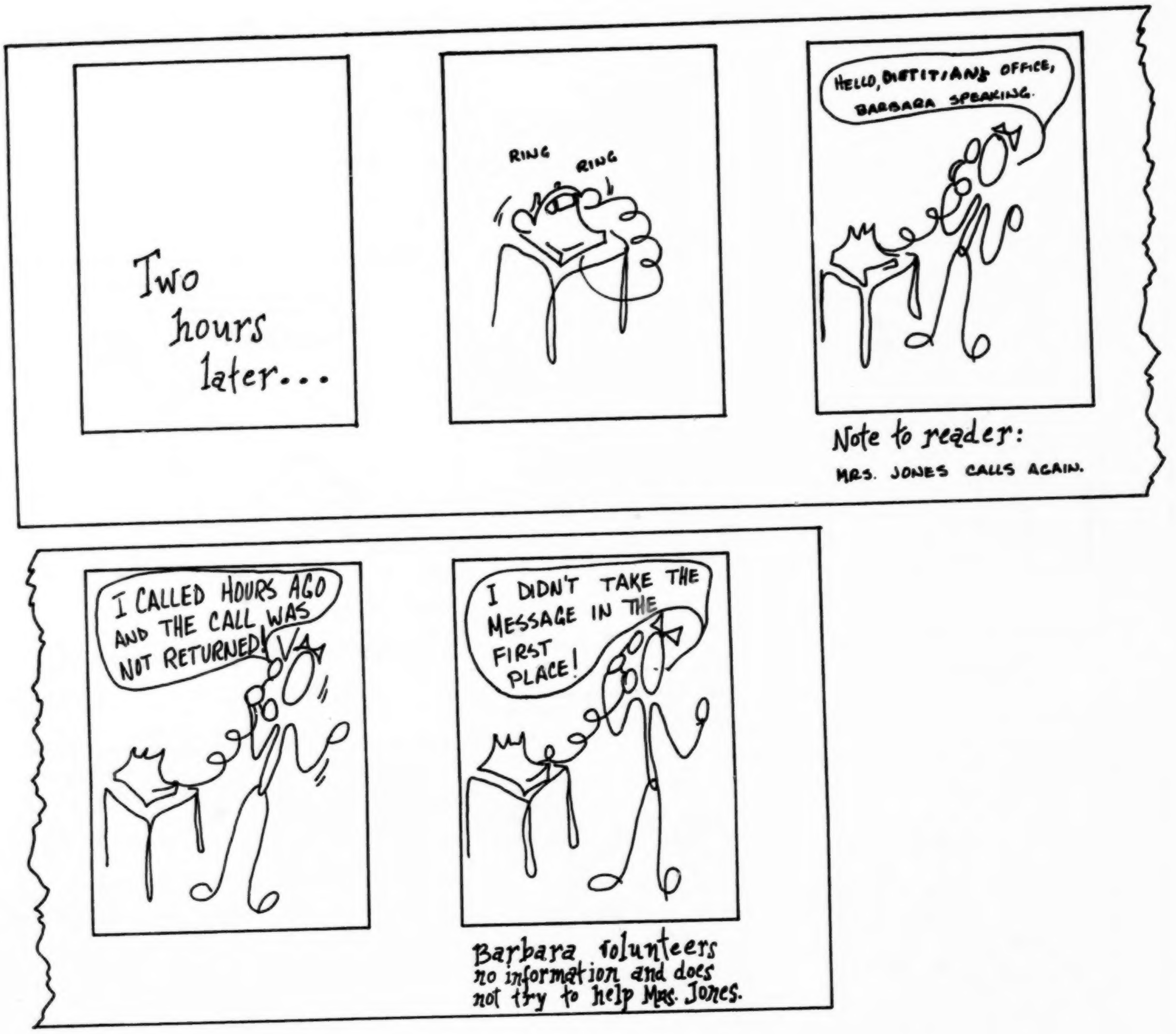
Receiver lifted; time passes...

Speaks.

2. What seven rules of telephone etiquette are omitted in the six cartoons below?


HELLO, DIETITIAN'S OFFICE.
Dorothy
MAY I SPEAK TO MRS. FRANKLIN?
SHE'S BUSY.
Note to reader:
MRS. FRANKLIN IS HEAD DIETITIAN AND IS TALKING ON ANOTHER LINE.
...MAY I LEAVE A MESSAGE?
YOU MAY.
Dorothy goes to find paper and pencil.
WHO'S CALLING?
MRS. JONES
Dorothy hurriedly jots down what she thinks caller says and hangs up
...Lapse of time...
Note to reader:
CONTINUE TO QUESTION NO. 3.

3. What three rules of etiquette are omitted in these five cartoons?


Two hours later...
RING RING
HELLO, DIETITIAN'S OFFICE, BARBARA SPEAKING.
I CALLED HOURS AGO AND THE CALL WAS NOT RETURNED!
I DIDN'T TAKE THE MESSAGE IN THE FIRST PLACE!

Note to reader:
MRS. JONES CALLS AGAIN.

Barbara volunteers no information and does not try to help Mrs. Jones.

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ASSIGNMENT:

Using "telephone kits" available through the local telephone company, practice answering the phone properly for the following types of incoming calls. With the help of your teacher and/or a classmate, rate yourself with the chart on the next page.

1. Routine call to dietary department
2. Caller who requests information which will take some time to find
3. Call which must be transferred to the nursing station
4. Caller who has a complaint about the food
5. Caller who wants to leave a message for the dietitian
6. Caller who wishes to speak to the cook

CHECK LIST FOR TELEPHONE PERSONALITY[1]

	Excellent	Good	Fair	Poor
1. Uses normal conversational tone of voice				
2. Speaks distinctly				
3. Talks at moderate pace				
4. Uses correct choice of words				
5. Has proper inflection (rise and fall) of voice				
6. Gives information clearly and accurately using proper emphasis				
7. Maintains low pitched voice				
8. Ends call pleasantly				

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[1] Adapted from "Telephone Pointers" Southwestern Bell Telephone System

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UNIT IX-3

BASIC SKILLS IN MANAGEMENT

SUBJECT:	Public Relations in Dietary Department
TASK:	Assists in management of dietary office
OBJECTIVE:	Be able to recognize techniques of good public relations in dealing with staff personnel and patients

Being able to get along with people is an asset in any type of job. For the dietitian aide, the development of desirable relationships with the administration, patients, and fellow employees is particularly essential. This task is difficult because many of the people with whom she has daily contact have definite ideas concerning food, food habits, and the services provided by the dietary department. Regardless of whether the dietitian aide is dealing with her supervisors, fellow employees, visitors, or patients in the hospital or nursing home, certain attributes will enable her to successfully handle most situations involving persons with whom she comes in contact.

Among the most important of these attributes are:

1. an objective attitude--the ability to separate the problem from the person involved and refrain from taking things personally.
2. a warm, friendly (not gushy) approach to people.
3. a sense of justice, enabling her to resist pressure.
4. open mindedness
5. a sense of humor, even when the joke is on her.
6. the art of persuasion, often by example, which encourages cooperation without antagonizing.

QUESTIONS:

Read the following case situations and then indicate on your answer sheet the alternative you consider most tactful in handling the problems:

1. Mrs. Floyd, a very wealthy widow, was admitted to the hospital for observation. When the evening meal was served, she found that there was no salt on her tray. She sent for the dietitian aide and demanded some salt. The aide should

   a. bring Mrs. Floyd the salt.
   b. ignore her demands completely.
   c. report to head dietitian for directions.
   d. remind Mrs. Floyd of her poor manners.

2. Mrs. Baker, head dietitian, has reminded her staff a reasonable number of times about the importance of double-checking patients' trays so that no errors are made in dietary service. In her absence from the service area, a regular diet is served to a diabetic patient. She does not know which of the three aides is responsible for the oversight. The aide who is responsible should

   a. secretly report that one of the other aides was responsible.
   b. remain silent.
   c. admit that she is responsible and accept the consequences.
   d. decide that she is not a capable person and quit her job.

3. A patient who is a chronic complainer in the hospital, uses every opportunity to complain about the food, the service, and the incompetent dietitian. Generally, she finds it convenient to use the dietitian aide as a sounding board. The aide should

   a. help convince the patient that the dietitian is incompetent.
   b. tell the other patients what the "griper" thinks about the food and the dietitian.
   c. carry tales to the dietitian.
   d. defend the dietary department when she can and remain silent when possible.

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UNIT IX-4

BASIC SKILLS IN MANAGEMENT

SUBJECT:	Diet Changes
TASK:	Assists in management of dietary office
OBJECTIVE:	Be able to describe procedures for receiving dietary changes and making correct changes

The nursing department of the hospital will usually inform the dietary department of specific changes which the doctor orders in the diets of patients. The nursing department may telephone the dietary department to give the changes or a member of the nursing staff may deliver diet changes in written form.

The dietitian aide may be responsible for making the appropriate changes on the diet card and/or on the patient's tray. These changes should be made promptly and accurately to insure the welfare of the patient. Accurately following directions for making diet changes will help to maintain good relationships between the patient and the dietary department, the nursing and dietary departments, and the doctor and the dietary department.

QUESTIONS:

1. How are dietary changes usually issued?
2. Who issues dietary changes?
3. Why is it important that diet changes be made promptly and accurately?

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UNIT IX-5

BASIC SKILLS IN MANAGEMENT

SUBJECT: Tabulation of Diets

TASK: Makes tabulations for the number of general and therapeutic diets to be prepared and assembled for meals

OBJECTIVE: Be able to describe duties related to tabulation of diets

Orders or lists of diets will come to the dietary department from the nursing station. The dietitian aide may organize the diet orders into types of diets, such as general, soft, and diabetic. She will then tabulate the number of each type of diet and mark each group with the correct tabulation. It is most important to be accurate in this tabulation to avoid confusion and delays in serving the trays to the patients.

The dietitian aide may be asked to record the number of meals served to non-patients. Generally, meals are made available to food service personnel, doctors, nurses, and other hospital employees. These records are a necessity when determining food costs.

When a patient who is on a special diet is to be dismissed from the hospital, a special diet list usually is prepared by the dietary department for his use at home. The dietitian aide may be assigned to type the diet list. Special care should be taken to be accurate and to give complete information.

QUESTIONS:

1. Why is it important to tabulate accurately the number of the various kinds of diets being served at each meal?
2. Who, besides patients, usually are fed in the hospital food service area?
3. How does the dietary department aid the special diet patient when he leaves the hospital?

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UNIT IX-6

BASIC SKILLS IN MANAGEMENT

SUBJECT:	Tabulation of Meal Census and Food Costs
TASK:	Makes tabulations for number of meals prepared
OBJECTIVE:	Be able to describe purpose and procedure for tabulating the meal census
REFERENCE:	U.S. Department of Health, Education, and Welfare. *A Guide to Nutrition and Food Service in Nursing Homes and Homes for the Aged*. Washington, D.C.: *U.S. Government Printing Office*. 1965, pp. 61-64.

Hospitals and nursing homes will vary in the methods of taking the meal census. The dietitian aide may be asked to assist in tabulating such information. Accuracy in tabulating is extremely important since the figures are used in determining the prices charged for meals and in determining food waste.

QUESTIONS:

1. What is the meal census?
2. What is the purpose of the meal census?
3. How is the monthly raw food cost figured? (Give four steps to determine this cost.)
4. After the monthly raw food cost is figured, how is the raw food cost per person per day figured?
5. What must be included when figuring the total cost per person per day in addition to food costs?

ANSWER SHEETS

FOR

INSTRUCTIONAL MATERIALS STUDY QUESTIONS

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Answer Sheet
for
UNIT I-1

WHAT IS A DIETITIAN AIDE?

SUBJECT: Personal Characteristics

ASSIGNMENT: Select one or two of the questions which you checked in the "Sometimes" or "Seldom" column. Work out a plan for improving yourself in this area.

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Answer Sheet
for
UNIT I-2

WHAT IS A DIETITIAN AIDE?

SUBJECT: Dietary Problems of the Sick and Aging

1. Physical and social needs

2. a. Living away from family and friends
   b. Institutional living
   c. Dependency on others
   d. Different foods and eating environment

3. He may either lose interest in food and not eat enough, or he may eat too much.

4. He is less active at this age than when he was younger.

5. National, religious, regional, and economic influences

6. a. It helps him accept more of the foods that are served to him.
   b. It gives him the feeling that someone cares about him.

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Answer Sheet
for
UNIT II-1

DIETITIAN AIDE: A MEMBER OF THE DIETARY TEAM

SUBJECT: Laws, Policies, and Regulations--FEDERAL LAWS

1. Fair Labor Standards Act
2. Work laws protect young people from long working hours, hazardous work, and unfair wages.
3. 16 years
4. The students may be employed at a lower minimum wage.
5. He requires employees to supply birth certificates.
6. A qualified dietitian must be on the staff.
   There must be an adequate number of employees to meet dietary needs of patients.
   Personnel must be clean and neat.
   Personnel must have health examinations and food handler's permits.
7. She will then be able to fulfill her role as a member of the dietary team and assist in maintaining the established standards.

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Answer Sheet
for
UNIT II-1

DIETITIAN AIDE: A MEMBER OF THE DIETARY TEAM

SUBJECT: Laws, Policies, and Regulations--SOCIAL SECURITY AND INCOME TAX

1. False
2. False
3. True
4. False
5. True
6. True

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Answer Sheet
for
UNIT II-1

DIETITIAN AIDE: A MEMBER OF THE DIETARY TEAM

SUBJECT: Laws, Policies, and Regulations--DIETARY DEPARTMENT SCHEDULES

1. To insure delivery of quality food to the patient

2. a. More people are needed at the time meals are served.
   b. More patients are to be fed at the noon hour.
   c. Dietary services must be available for a required number of hours.

3. When she is too ill to perform her duties or has a communicable disease

4. a. Take necessary precautions against infection.
   b. Get adequate rest.
   c. Eat appropriate foods.

5. Call the dietary office as soon as possible.

6. Confusion in meeting work schedule and ill-will on the part of other employees may result.

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Answer Sheet
for
UNIT II-2

DIETITIAN AIDE: A MEMBER OF THE DIETARY TEAM

SUBJECT: Interpersonal Relationships

1. Any six or more of the following are correct:
    a. Loyalty
    b. Concern for others
    c. Open-mindedness
    d. Cooperation
    e. Flexibility
    f. Sincerity
    g. Friendliness
    h. Respect for others
    i. Interest in work

ASSIGNMENT: Draw an organization chart for the hospital or nursing home where you work. With how many of the staff members do you come in contact? How does the way in which you do your job affect other staff members?

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Answer Sheet
for
UNIT II-3

DIETITIAN AIDE: A MEMBER OF THE DIETARY TEAM

SUBJECT: Self-evaluation

ASSIGNMENT: From the checklist, select the questions to which you answered "no." Develop a plan, with suggestions from your teacher, for improving yourself in these areas. Make a progress report to show improvements you have made.

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Answer Sheet for UNIT II-4

DIETITIAN AIDE: A MEMBER OF THE DIETARY TEAM

SUBJECT: Work Simplification and Work Schedules

1. Plan and organize for work to be done.
   Plan the job itself.
2. The job of making work easier to do in a shorter period of time
3. a. Take job apart, see how it is done.
   b. See how methods can be changed, eliminated, combined, or rearranged.
   c. Plan the job, avoiding unnecessary waste.
4. No
   An alert supervisor or worker
5. Physical and mental fatigue
6. Rest given to muscles between work motions
   Breaks after several hours work
   Rest between work shifts
7. Use your mental ability to find ways to use less energy.
8. Combine, rearrange, and eliminate motions
9. The finger makes a motion twice as fast as the hand, the hand three times faster than the arm, and the arm six times faster than the body. The simplest motion that can do the job is usually the most accurate and easiest to perform.
10. Work is done easily and quickly.
11. Get ready--set up equipment.
    Do--actual production.
    Put away and clean up.

12. a. Number 1 or 2 - Left hand reaches for carton; right hand reaches for glass. Work hands in unison or move arms at the same time.
    b. Number 3 - Use touch of a finger, which is use of lowest classification of the body that produces the best results.
    c. Number 5 - Use continuous curved motions with natural rythm.
    d. Number 6 - Use momentum or gravity to do work whenever possible.
    e. Number 8 - Have tools, equipment, and materials within easy reach.

ASSIGNMENT: Analyze one job you do at your training station. What principles of motion economy could you apply to the job?

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Answer Sheet for UNIT III-1

DIET THERAPY

SUBJECT: Basic Nutrition

1.

MEAL	Milk and Milk Products	Fish, Eggs and Meat	Fruits and Vegetables	Bread and Cereals
BREAKFAST	Milk	Scrambled Eggs Bacon	Orange Juice	Dry Cereal Whole Wheat Toast
LUNCH		Fried Chicken	Buttered Squash Tossed Salad	Buttered Rice Lemon Cake Pudding Hot Bread
DINNER	Cottage Cheese Milk		Asparagus Fresh Fruit Ambrosia	Italian Spaghetti Hot Bread

2. Yes, adequate amounts of food from each group were included in this menu.

ASSIGNMENT:

I. Individual Diet Study: Keep a record of food eaten for three days.

II. Follow-up Chart: Review your diet study and make suggestions or develop a plan for improving your diet.

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Answer Sheet
for
UNIT III-2

DIET THERAPY

SUBJECT: General and Therapeutic Diets--TERMINOLOGY

1. c. Diet supplement
2. g. Metabolism
3. d. Restricted
4. f. Calorie
5. h. Sodium
6. k. Exchange list
7. a. Therapeutic
8. b. General
9. j. Diet therapy
10. e. Nutritionally adequate
11. Post-operative
12. Cardio-vascular
13. Convalescent
14. Edema
    Sodium retention
15. Obesity
    Calorie restricted
16. Any nutritionally adequate diet can be considered correct if it meets the Basic Four Food Group requirements for the average adult.

17. Diets should meet Basic Four Food Groups and contain soft textured foods which are easily digested. No fried foods, coarse foods, or highly seasoned foods should be included.

18. Foods in the clear liquid diet are clear in color and those in the full liquid diet are not. A wider variety of foods is available in the full liquid diet. A clear liquid diet is nutritionally inadequate, but a full liquid diet can be nutritionally adequate.

19. The soft diet contains soft textured foods which are easily digested, whereas a general diet has no limitations in texture or digestion.

20. Limitations of a diabetic diet include absence of sugar, and restricted types and amounts of food intake.

21. The purpose of the exchange lists is to enable one to make food substitutions within food groups in order to have a more satisfying, varied diet with as near normal diet as possible.

22. Restricted calorie and controlled calorie diets

23. The restricted calorie diet is primarily for weight reduction, whereas the controlled calorie diet is for maintaining weight.

24. Chicken, potatoes, and peaches

25. Salt and foods high in salt content are limited in the sodium restricted diet.

26. a. Clear liquid
    b. Regular or general
    c. Calorie restricted
    d. Soft diet

27. a. Shrimp, white pepper, catsup, cauliflower, ham, candy, sweet potatoes
    b. Shrimp, catsup, ham
    c. Plain cake, candy, sweet potatoes

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Answer Sheet
for
UNIT III-2

DIET THERAPY

SUBJECT: General and Therapeutic Diets--DIET THERAPY

1. Alternate choices are given for various items on the menu.
2. To give the patient a wider variety of food selection
3. Raw apple salad, steak
4. Yes
5. Carbohydrates
6. Mr. Martinez should know what foods are allowed as well as those to be avoided, and he should know how to make substitutions.
7. Yes
8. Diabetes, high blood pressure, heart disease, kidney diseases
9. A person who weighs more than 10 per cent below the established standards of weight
10. Overweight means those who are 10 to 20 per cent above normal weight. Obese means those who are 20 per cent or more above desirable weight.
11. a. Family eating patterns
    b. Overemphasis on eating during childhood
    c. Psychological problems
    d. Eating to release tension
    e. Boredom, loneliness, and discontent
12. On the advice of a physician
13. Unsafe, impractical, or expensive
14. Increase the appetite
15. 1-1/2 to 2 lbs. per week

16. Any three of the following are correct: poor health habits, chronic illness, acute illness, and gastrointestinal disorders

17. b. High protein, high carbohydrate, moderate fat diet

18. b. Low fat, bland diet

19. d. Avoid foods which ferment easily, causing gas which in turn puts pressure on the heart.
    e. Serve part of the food normally allowed at mealtime in between-meal feedings because large meals put more strain on the heart.

20. To prevent edema or sodium retention in the tissues

ASSIGNMENT: Plan menus for a day for five of the most commonly used diets at your training station. Use either Peyton, Practical Nutrition or a diet manual from a local hospital or nursing home as a reference.

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Answer Sheet
for
UNIT IV-1

DIETARY FOOD SERVICE EQUIPMENT

SUBJECT: Blender

NO STUDY QUESTIONS

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Answer Sheet
for
UNIT IV-2

DIETARY FOOD SERVICE EQUIPMENT

SUBJECT: Meat Slicer

NO STUDY QUESTIONS

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Answer Sheet
for
UNIT IV-3

DIETARY FOOD SERVICE EQUIPMENT

SUBJECT: Mixer

NO STUDY QUESTIONS

Answer Sheet
for
UNIT IV-4

DIETARY FOOD SERVICE EQUIPMENT

SUBJECT: Food Cutter or Chopper

1. See that machine is assembled completely with all parts in place.
   See that clamp nuts are turned to hold bowl guard in place.

2. Gradually
   2/3 full
   Never use fingers to push food under blades.

3. Scrape food down from outer edge toward bottom of bowl.

4. Do not remove food from chopper immediately after the "stop" button is pushed because the knives continue to rotate several seconds after machine is turned off.

5. Prepare it for the next operation (or clean it).

6. A large spoon
   Food should be guided opposite to the direction the bowl is rotating.

7. It would damage knives and gears.

8. Replace guard.
   Attach bowl to base.
   Reattach knife blades to shaft.
   Drop guard into position.

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Answer Sheet
for
UNIT IV-5

DIETARY FOOD SERVICE EQUIPMENT

SUBJECT: Coffee Urns and Coffee Makers

1. a. Twice weekly

2. a. After each use
   b. Twice weekly

3. a. After each use
   b. Twice weekly

4. b. Remove sizing.

5. a. Rinse in hot water.

6. b. Store in clean container with fresh cold water.

7. c. When undesirable odors persist

8. a. An urn cleaner and stiff brush

9. c. Brush and hot water

10. a. Soaking all parts in a cleaner

11. b. Fresh cold water

12. a. Level standard measurements

13. c. Steady, circular motion

14. b. 185° F.

15. a. Dumped immediately after coffee is brewed

16. c. Improve flavor by giving a unified blend

17. a. Fresh, cold water

18. b. Rinsed in cold water

19. c. Top bowl of the vacuum coffee maker

20. a. Boiling

21. a. Heat

22. c. Reduce the heat

23. b. Vacuum created in the lower bowl

24. b. Removed

25. c. 185° F.

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Answer Sheet
for
UNIT IV-6

DIETARY FOOD SERVICE EQUIPMENT

SUBJECT: Individual Toasters

1. a. The heating element which is insulated in a frame

2. d. All of these

3. a. A soft, damp cloth

4. b. A non-abrasive cleaner

5. c. Electrical element

6. c. Disconnect it

7. a. Dry

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Answer Sheet
for
UNIT IV-7

DIETARY FOOD SERVICE EQUIPMENT

SUBJECT: Conveyor Toasters

1. Wipe the outside, remove crumbs, remove toast chute, and clean the base.
2. A non-abrasive cleaner
3. Keep fingers away from electrical elements when loading the toaster. Unplug the toaster when it is not in use.

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Answer Sheet
for
UNIT IV-8

DIETARY FOOD SERVICE EQUIPMENT

SUBJECT: Refrigerator (Household Size)

1. Circulate
2. Covered
3. Frost
4. Coldest
5. 1/4 inch
6. Daily
7. Baking soda

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Answer Sheet
for
UNIT IV-9

DIETARY FOOD SERVICE EQUIPMENT

SUBJECT: Cold Food Server

1. Ice

2. Detergent

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Answer Sheet
for
UNIT IV-10

DIETARY FOOD SERVICE EQUIPMENT

SUBJECT: Steam Table

1. b. Order in which it will be placed on plate
2. c. A temperature to hold food at 140° F.
3. a. Immediately after service is completed
4. b. 170°-180° F.

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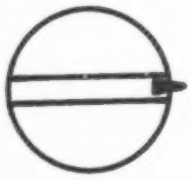
Answer Sheet
for
UNIT IV-11

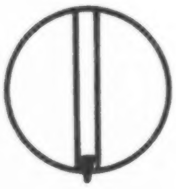
DIETARY FOOD SERVICE EQUIPMENT

SUBJECT: Electric and Gas Ranges, Hot Tops, Broilers, and Stack Ovens

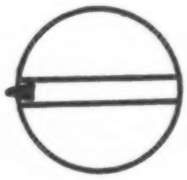
1.



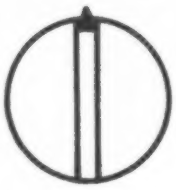
HIGH



MEDIUM



LOW

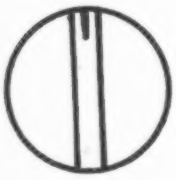


OFF

2. Only until the food starts to cook

3. Before turning on the burner valve

4.



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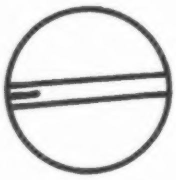
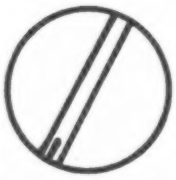


HIGH



LOW

5. Turn directional heat control switch to medium or high.
   Set thermostat at desired temperature.
   Let oven preheat.

6. To prevent loss of heat and to produce a better product

7. Turn thermostat as high as possible.
   Light match.
   Turn on main burner valve.
   Set thermostat.
   Let oven preheat.

8. That it would not heat any faster with a high temperature setting

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Answer Sheet
for
UNIT IV-12

DIETARY FOOD SERVICE EQUIPMENT

SUBJECT: Knives

1. a. Boning
   b. Bread
   c. Fruit and salad
   d. French
   e. Paring
   f. Peeler
   g. Slicer

2. 1. g or b (Bread knife or slicer)
   2. f (Peeler)
   3. a or c (Boning or fruit and salad knife)
   4. d (French knife)
   5. b (Bread knife)
   6. c (Fruit and salad knife)
   7. a (Boning knife)
   8. g (Slicer)
   9. d (French knife)
   10. e (Paring knife)
   11. g (Slicer)
   12. a (Boning knife)

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Answer Sheet
for
UNIT IV-13

DIETARY FOOD SERVICE EQUIPMENT

SUBJECT: Hand Utensils

1. a. Cook's or utility fork
   b. Sandwich spreader
   c. Pie knife
   d. Spatula
   e. Turner

2. 1. b (Sandwich spreader)
   2. e (Turner)
   3. d (Spatula)
   4. d (Spatula)
   5. a (Cook's or utility fork)
   5. c (Pie knife)
   7. a (Cook's or utility fork)
   8. d (Spatula)

3. a. Ladle: used to portion liquids or emulsions
   b. Pastry brush: used to spread melted butter or sauce on food products
   c. Pierced serving spoon: used to serve foods which need to be drained
   d. Scraper: used to scrape dishes and mixing bowls and for folding and blending ingredients
   e. Tongs: used to serve foods without touching them
   f. Wire whip: used for stirring or whipping foods

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Answer Sheet
for
UNIT IV-14

DIETARY FOOD SERVICE EQUIPMENT

SUBJECT: Dippers

1. c. Handle

2. d. Bowl

3. a. Vane

4. b. Lever

5. a. 10 T.
   b. 1/2 c.
   c. 6 T.
   d. 1/3 c.
   e. 1/4 c.
   f. 3 T.
   g. 2-2/3 T.
   h. 2 T.

6. h. 30 servings per quart

7. f. 24 servings per quart

8. c. 20 servings per quart

9. b. 16 servings per quart

10. e. 12 servings per quart

11. g. 10 servings per quart

12. a. 8 servings per quart

13. d. 6 servings per quart

14. The number of the dipper size is the same as the number of servings per quart.

15.	a.	12 servings per quart	2-1/3 to 3 ounces per serving
	b.	16 servings per quart	2 to 2-1/4 ounces per serving
	c.	6 servings per quart	6 ounces per serving
	d.	10 servings per quart	3 to 4 ounces per serving
	e.	8 servings per quart	4 to 5 ounces per serving
	f.	24 servings per quart	1-1/2 to 1-3/4 ounces per serving
	g.	20 servings per quart	1-3/4 to 2 ounces per serving
	h.	30 servings per quart	1 to 1-1/2 ounces per serving

16. e. #16

17. c. #10

18. a. #6

19. f. #20

20. b. #8

21. g. #24

22. d. #12

23. h. #30

24. a. Wash in warm water.
    b. Use recommended amount of detergent.
    c. Rinse in clear water with recommended amount of disinfectant.
    d. Allow to drain and air-dry.

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Answer Sheet
for
UNIT IV-15

DIETARY FOOD SERVICE EQUIPMENT

SUBJECT: Measuring Utensils and Scales

1. Move a straight edge knife or spatula across the top edge of the measuring container to remove excess ingredient.

2. The straight edge metal measuring cup gives greater accuracy when measuring dry and solid ingredients.
The glass measuring cup with the lip is more practical for measuring liquids.

3. Brown sugar should be packed firmly to insure accuracy of the measurement. When loosely packed, the amounts would vary.

4. Fill the bowl of the 1/4 teaspoon, and level the allspice with the straight edge of the knife or spatula. Using the tip of the knife, make a lengthwise cut the length of the spoon. Remove half of the allspice on waxed paper, and 1/8 teaspoon will be left in the spoon.

5. One tablespoon

6. To make it light and to remove any lumps in the flour

7. A standard measure is always the same. Using the standard measure in food preparation helps to insure products of consistent quality.

8. Weighing ingredients is faster and more accurate in quantity food preparation.

9. a. 2 tablespoons
   b. 1/2 cup
   c. 1 tablespoon

10. a. 2 teaspoons
    b. 1 cup
    c. 2 tablespoons
    d. 1/2 teaspoon

11. 3 cubic centimeters

12. 2 ounces

ASSIGNMENT: List at least three of the pieces of equipment described in the entire Unit IV, "Dietary Food Service Equipment," which you often use at your training station. What procedures do you follow in the care of these pieces of equipment? What safety precautions do you observe as you use or clean these pieces of equipment?

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Answer Sheet
for
UNIT V-1

TECHNIQUES OF FOOD PREPARATION

SUBJECT: Terminology Used in Food Preparation

1. a. Pan-fry----cook in a small amount of fat
   Saute------to brown quickly in a small amount of fat, turning frequently

   b. Dice-------cut in cubes
   Mince------cut or chop into very small pieces

   c. Boil-------to cook in liquid until bubbles rise continuously and break on the surface
   Simmer-----to cook in liquid at a temperature of about 185° F., bubbles form slowly and break below the surface

   d. Blend------to mix thoroughly two or more ingredients
   Cream------to mix one or more foods until smooth and creamy, usually applies to fat and sugar

   e. Chill------to place in refrigerator until cooled to 40° to 45° F.
   Cool-------to lower the temperature

   f. Boil-------to cook in liquid until bubbles rise continuously and break on the surface
   Parboil----to boil until partially cooked

   g. Beat-------to make a mixture smooth, using an up-and-over motion
   Whip-------to beat cream, eggs, and gelatin dishes rapidly to incorporate air and increase volume

   h. Brush------to spread melted fat with a pastry brush
   Dot--------to cover with small particles, as to dot with butter

   i. Cut--------to divide food into small pieces
   Cut-in-----to break fat into small particles by using two knives or a pastry blender

   j. Blanch-----to dip into boiling water making skins easy to remove or to precook
   Scald------to heat to a temperature just below the boiling point

2. a. Hollandaise is cooked and tartar is uncooked.
   b. Hollandaise is usually served over vegetables, and tartar is served with seafoods.

3. Whip. Souffles are make with stiffly beaten egg whites; therefore, whipping the egg whites would be the correct procedure.

4. 1. F. With cheese
   2. O. To cook by dry heat
   3. R. To moisten while cooking
   4. J. To roll in bread crumbs
   5. K. To lessen the strength by adding liquid
   6. P. To decorate
   7. Q. Italian cheese
   8. B. Any mashed or strained food
   9. M. To let food stand in a marinade or dressing
   10. L. To liquify by heat
   11. E. To separate with a sieve
   12. C. To simmer in a small quantity of liquid
   13. G. To mix foods with a circular motion
   14. H. To brown the surface of meat with intense heat
   15. I. To strip off the outer coating

5.

Meat Center	Vegetable Center (cooked)	Salad Center (uncooked)	Flour Mixture Preparation Center
Bread Deep-fat-fry Baste Braise Broil Sear Brown	Peel Scallop Blanch	Chop Garnish Grate Marinate Mince	Cream Fold Blend Whip Sift Cut-in Mix

Answer Sheet
for
UNIT V-1

TECHNIQUES OF FOOD PREPARATION

SUBJECT: Terminology Used in Food Preparation--ABBREVIATIONS

1. Chili Con Carne
   a. 3 lb.
   b. 1 gal.
   c. 9 lb.
   d. 8 oz.
   e. 1-1/2 qt.
   f. 2 oz.
   g. 3 to 4 oz.
   h. 3 T., tb. or tbsp.
   i. 3 gal
   j. 3 hrs.
   k. 5 oz.
   l. 2 c.

   Fudge
   m. 2 c.
   n. 2/3 c.
   o. 1-1/2 T., tb., or tbsp.
   p. 2 sqs.
   q. f.g.
   r. 3 T.
   s. 1 t. or tsp.

2. a. calories
   b. pound
   c. 350 degrees Fahrenheit
   d. cups
   e. minutes
   f. few grains
   g. bushel
   h. seconds
   i. teaspoon
   j. medium
   k. tablespoons
   l. tablespoons
   m. hour
   n. teaspoon
   o. tablespoons Monosodium Glutamate
   p. large
   q. ounces
   r. temperature
   s. small
   t. weight

Answer Sheet
for
UNIT V-1

TECHNIQUES OF FOOD PREPARATION

SUBJECT: Terminology Used in Food Preparation--SUBSTITUTIONS

1. Substitute:

   9 T. cocoa plus 3 T. fat for 3 sqs. chocolate

   1 c. fresh milk plus 3 t. baking powder for 1 c. sour milk and 1 t. soda

   1-3/4 c. all-purpose flour plus 4 T. cornstarch for 2 c. cake flour

2. a. 1 c. reconstituted non-fat dry milk plus 2 t. fat = 1 c. milk
   b. 6 T. cocoa and 2 T. fat = 2 sqs. chocolate
   c. 1-3/4 t. cream of tartar = 2 T. corn syrup

Answer Sheet
for
UNIT V-1

TECHNIQUES OF FOOD PREPARATION

SUBJECT: Terminology Used in Food Preparation--EQUIVALENTS

1. a. 1 T.
   b. 1 c.
   c. 1 c.
   d. 1 pt.
   e. 1 pk.
   f. 1 bu.
   g. less than 1/8 t.
   h. 1 qt.
   i. 1 gal.
   j. 1 lb.
   k. less than 1/8 t.
   l. less than 1/8 t.
   m. 4 T.
   n. 8 T.
   o. 12 T.

2. a. 1 pt.
   b. 1 pt.
   c. 1 T. and 1 t.
   d. 1-1/2 lb.
   e. 1/4 c.

3. a. 2-1/4 c.
   b. 1-1/2 c.
   c. 1-6 oz. can
   d. 1-6 oz. can
   e. 1/2 gal. or 2 qt.

4. a. 30 lb.
   b. 1-1/2 lb.
   c. 3/4 c.
   d. 3 lb. 12 oz. or 3-3/4 lb.
   e. 2 lb. 4 oz. or 2-1/4 lb.
   f. 2 lb. 4 oz. or 2-1/4 lb.
   g. 6 lb.

5. a. 1 gal.
   b. 1 qt.
   c. 1 pt.
   d. 1 pt.
   e. 1 c.
   f. 1 c.
   g. 1 T.
   h. 1 T.

6. a. 2 qt.
   b. 1/2 c.
   c. 1/2 c.
   d. 1 T.
   e. 3 c. or 1-1/2 pt.

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Answer Sheet
for
UNIT V-1

TECHNIQUES OF FOOD PREPARATION

SUBJECT: Terminology Used in Food Preparation--STANDARD RECIPES

1. a. The information in the recipe failed to:
    (1) state the number of servings.
    (2) give the cooking temperature.
    (3) use familiar cooking terms.

   b. The use of a standardized recipe assures one of a quality product.

Answer Sheet
for
UNIT V-2

TECHNIQUES OF FOOD PREPARATION

SUBJECT: Quality Food Preparation--GENERAL PROCEDURES

1. a. She did not read the recipe carefully before she began.
   b. She did not check to see that she had the necessary equipment.
   c. She did not apply terms in the recipe but beat the mixture instead of stirring it.
   d. She did not make herself a time schedule.

2. a. She did not read the recipe carefully before she began.
   b. She did not check to see that she had all the necessary ingredients.
   c. She did not make the substitution for cornmeal muffins.
   d. She did not check to see that she had the necessary equipment.

Answer Sheet
for
UNIT V-2

TECHNIQUES OF FOOD PREPARATION

SUBJECT: Quality Food Preparation--SALADS

1. Keep ingredients bite size and neatly cut.
   Place ingredients 1/2 inch from the plate edge.
   Drain ingredients.
   Toss ingredients lightly and put on chilled plates.
   Place plates on tray and fill.

2. Salads are excellent sources of vitamins and minerals. They add variety, crispness, and flavor to the meal.

3. e. All of these

4. c. Chicken salad

5. b. Fruit

6. a. Colors are bright

7. c. Carrot-raisin salad

8. d. Body

9. B. French Dressing

10. C. Mayonnaise

11. B. French Dressing

12. A. Cooked Dressing

13. B. French Dressing

14. A. Cooked Dressing

15. Apples, bananas, peaches

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Answer Sheet
for
UNIT V-2

TECHNIQUES OF FOOD PREPARATION

SUBJECT: Quality Food Preparation--SIMPLE DESSERTS

1. a. Complement and add satisfaction to the meal
   b. Add quick energy, some vitamins, and minerals
   c. Provide easily digested food

2. Milkshakes, custards, ice creams, puddings, tapioca, junket, sherbet

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Answer Sheet
for
UNIT V-2

TECHNIQUES OF FOOD PREPARATION

SUBJECT: Quality Food Preparation--MILKSHAKES

1. a. Increase their calorie intake
    b. Help balance the diet
    c. Increase nourishment

2. Any three of the following are correct:
    Blender, mixer, shaker, or egg beater

Answer Sheet
for
UNIT V-2

TECHNIQUES OF FOOD PREPARATION

SUBJECT: Quality Food Preparation--TOAST

1. a. Freshly made
   b. Served hot

2. Automatic toaster, conveyor toaster, oven toasting, and broiler toasting

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Answer Sheet
for
UNIT V-3

TECHNIQUES OF FOOD PREPARATION

SUBJECT: Techniques of Portioning Foods

1. False

2. The age and activity of the group
The food cost
The appearance of the portion

3. Select the proper size and color of dish.
Use a variety of arrangements to improve appearance.

4. a. 4. Gelatin salad
b. 3. Ice cream
c. 1. Macaroni and cheese casserole
d. 2. Meat
e. 2. Meat
5. Bread
f. 3. Ice cream
6. Cereal

5. Any five of the following are correct:
   a. Sugar
   b. Salt
   c. Pepper
   d. Crackers
   e. Cereal
   f. Milk
   g. Ice cream
   h. Catsup
   i. Mayonnaise

Answer Sheet
for
UNIT V-4

TECHNIQUES OF FOOD PREPARATION

SUBJECT: Storage of Equipment

1. Supplies should be stored near the equipment to be used in food preparation.

2. Store so it is
    a. easily accessible.
    b. out of the way.
    c. protected from contamination.

Answer Sheet
for
UNIT VI-1

FUNDAMENTALS OF FOOD SERVICE PROCEDURES

SUBJECT: Dining Room Service in Nursing Homes

1. Modified cafeteria, table service, family style, and tray service

2. In table service, the food is served on the plates in the kitchen by dietary personnel. In family style service, the food is on the table in bowls and platters and the patient serves his own plate.

3. They are inclined to overeat.

4. 1. Increased sociability--patient feels more a part of the group
   2. Increased interest in personal appearance
   3. More acceptance of food they would not eat if they were alone
   4. Increased exercise
   5. Improved morale

5. 1. Gives personal satisfaction in making food choices.
   2. Helps the patient feel that he is capable of helping himself.

Answer Sheet
for
UNIT VI-2

FUNDAMENTALS OF FOOD SERVICE PROCEDURES

SUBJECT: Tray Line Assembly

1. So the tray can be assembled in as short a time as possible in order to get a quality product to the patient

2. Set up trays.
   Set up serving line.
   Work hot or cold food station on tray line.
   Place appropriate food on general and modified diet trays.
   Deliver loaded food cart.
   Deliver trays and pick up trays.

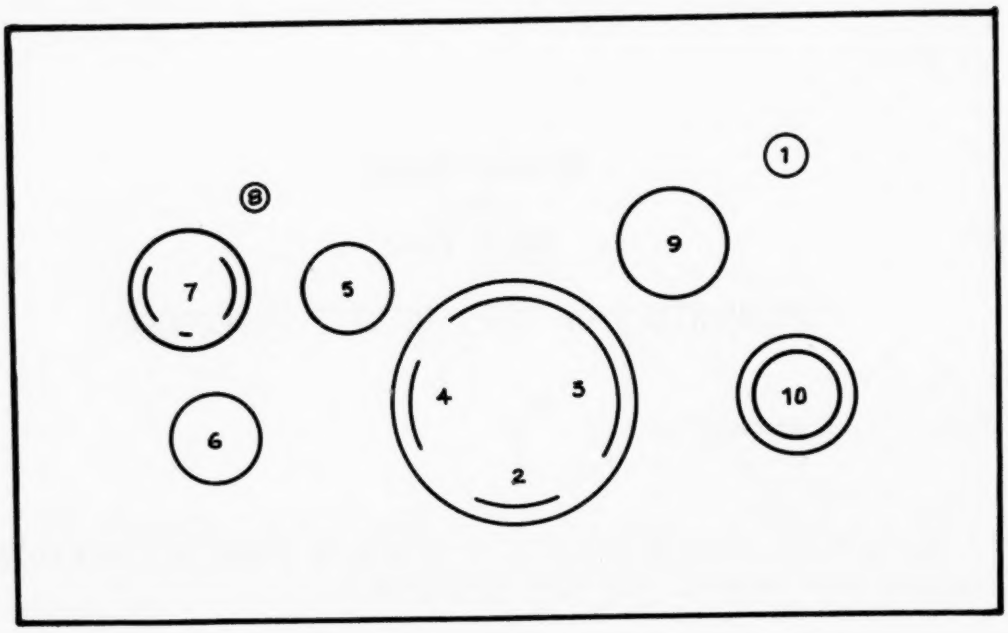
3. a. Tray cover
   b. Tray card
   c. Napkin
   d. Salt, pepper, sugar (if used)
   e. Bread and butter (if used)
   f. Silverware
   g. Cold foods
   h. Hot foods
   i. Cup and saucer or beverage glass

4. Small tray, the size of tray used should be suitable for food to be served.

5. a. Patient's name
   b. Patient's room number
   c. Type of diet

6. a. Setting up the tray
   b. Serving cold foods
   c. Serving hot foods

7. Placement of items on the menu are:



8. Tray cover, tray card, salt, pepper, sugar, sacked silverware, napkin, and cup and saucer for coffee

9. Cream, milk, bread, butter, salad, fruit, juices, and some desserts

10. 175°-180° F.

ASSIGNMENT: Review the motion economy principles in Kotschevar, Quantity Food Production, pp. 59-66, and give as many examples as you can of ways these principles should be applied in the tray assembly line.

Answer Sheet
for
UNIT VI-3

FUNDAMENTALS OF FOOD SERVICE PROCEDURES

SUBJECT: Food Distribution to Patients

1. Decentralized and centralized

   Decentralized--the tray is prepared away from the kitchen service area.
   Centralized----the tray is prepared at one central point and then delivered to the patients' rooms.

2. A hot-food table on wheels

3. Thermostatically-controlled electric heating units

4. Wash and store dishes at end of meal.
   Prepare trays for next meal.
   Prepare some foods.
   Serve the trays.

5. Getting foods to the patients while the food is still at the correct temperature--the time lag between the preparation and serving of the food.

6. Food is served at proper temperatures.
   Patients may select their diets just before the meal is served.
   Patients may have the size portions they desire.
   Labor cost is lower.
   Space used for Floor Kitchens may be used for other purposes.

7. a, d, e, f

8. Tray trucks and mobile units

9. Spread the kitchen load more evenly and make last minute rushes unnecessary

10. Pyrex dishes are pre-heated in infra-red ovens, placed in an insulated container, filled with the hot food, sealed, and placed on trays on tray trucks for delivery to the patients' rooms.

11. No, much depends on the personnel and the conditions within different hospitals.

ASSIGNMENT: Describe the food distribution procedure used at your training station. What are some of the advantages and disadvantages of this method?

Answer Sheet
for
UNIT VII-1

SAFETY PRECAUTIONS

SUBJECT: Safety Precautions

1. Place soiled knives on drain rather than in sink.
2. Turn flame off when removing utensils from range.
3. Place articles securely on shelf so they will not fall off.
4. See that electric cords are in good repair.
5. Step ladders should be sturdy and in good repair.
6. Corridors and stairways should be free from debris.
7. Always dry hands before touching electrical equipment.
8. Keep pot handles turned toward inside of range away from traffic.
9. Clean up spilled foods immediately.

ASSIGNMENT: From the list of safety precautions, make a check list which might be useful to you at your training station. Add others which apply specifically to your work.

Answer Sheet
for
UNIT VIII-1

SANITATION

SUBJECT: Food Contamination and Poisoning

1. Hands that touch the hair become contaminated by the organisms which collect in the hair. Hair nets or caps are worn to keep hair from frequent contact with hands and food.

2. 40°-140° F.

3. Any type of disease or illness caused by taking into the body contaminated or adulterated food and drink.

4. False

5. a. Intestines of humans, birds and animals--sometimes "carried" by a healthy person
   b. Meat, milk, milk products, poultry, fish, eggs, custard-filled bakery goods
   c. Good refrigeration and safe processing methods

6. a. Nose, throat, sores, boils, skin
   b. They produce a poison.
   c. Handle food only with clean hands.
      Keep food refrigerated at or below 40° F. before and after preparation.
   d. Cream-filled pastries, meat products, fish, salads, sandwiches, creamed dishes, ham, poultry dressing, chicken or turkey salad

7. a. Everywhere in the soil
   b. Non-acid or low acid home-canned foods

8. Botulism

9. Those caused by foods containing harmful bacteria
   Those caused by poisons produced by bacteria in the food

10. Poultry products should not be left at room temperature more than four hours. It should have been refrigerated.

11. Yes, ham and poultry mixtures need to be refrigerated to prevent growth of bacteria.

12. The stew should have been placed in shallow pans.
    The stew should have been refrigerated immediately.

13. Staphylococcus

14. It should be discarded.

ASSIGNMENT: Choose at least three things from the checklist in this unit and/or Here's How you can do to improve your work habits in relation to cleanliness and sanitation. Work out a plan for improvement in these areas.

Answer Sheet
for
UNIT VIII-2

SANITATION

SUBJECT: Dishwashing Procedures

1. Scraping and removing left-over food; pre-rinsing; washing; rinsing
2. To prevent the spread of infectious diseases since glasses touch human lips
3. The detergent solution or the rinse water cannot act on all surfaces of each utensil.
4. It is not sanitary.
5. 170° F. to 190° F.
6. When it is difficult to maintain proper rinse water temperatures
7. Detergents are cleaning agents which are designed to wash dishes thoroughly without forming suds.
8. a. Detergents which contain a "wetting agent" are desirable for plastic ware and non-metal trays.
   b. Detergents with "wetting agents" permit drying of china without "spotting."
9. The large amount of drying space required at the end of the conveyor line
10. The three-compartment sink provides separate compartments for soaking, washing, and rinsing pots and pans.
11. Bacteriological
12. Food containers
13. Brushes

Answer Sheet
for
UNIT VIII-3

SANITATION

SUBJECT: Sanitation Codes

1. Food and Drug Administration
   Public Health Service

2. U.S. Department of Agriculture

3. State Department of Health
   City health departments

ASSIGNMENT: Find out what laws protect food in your city. What sanitation ordinances are in effect where you live? Which of these laws and ordinances affect you on the job as a dietitian aide?

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Answer Sheet
for
UNIT IX-1

BASIC SKILLS IN MANAGEMENT

SUBJECT: Dietary Office Procedures--FILING

1. Guides, dividers, folders, tabs, labels, colors
2. b. Subject
3. a. Alphabetical
4. d. Numeric
5. a. Alphabetical
6. b. Subject
7. c. Geographic
8. a. Alphabetical

Answer Sheet
for
UNIT IX-1

BASIC SKILLS IN MANAGEMENT

SUBJECT: Dietary Office Procedures--FOOD SUPPLY FORMS

1. At the end of each month or accounting period
2. All items on hand, raw or cooked
3. Each unit is allotted a cost value, which multiplied by total number of units on hand, gives the value.
4. It is assumed that the value of small amounts of leftover food will not be great and would remain fairly constant.
5. Total value of food on hand at previous inventory period + daily food purchases - present inventory on hand = cost of food.
6. Prepare typed sheets listing items.
   List items alphabetically.
   Take inventory--usually two people work together with one checking stock and the other checking list.
   Record items by location as stored, not as listed on sheet.
7. On permanent inventory record
8. To be sure it is accurate, to find substantial variances, and to determine reasons for such variance
9. Cost of items listed as received
10. a. Simple, requires little time and cost
    b. Focuses attention of supervisor upon food cost trends
    c. Reveals unusual fluctuations in food costs
    d. Gives opportunity to make changes in purchases if costs are out of control
    e. Helps to locate sources of trouble in food purchasing

Answer Sheet
for
UNIT IX-2

BASIC SKILLS IN MANAGEMENT

SUBJECT: Telephone Etiquette

1. a. Does not answer phone promptly
   b. Keeps caller waiting
   c. Holds mouthpiece too far from her mouth
   d. Does not speak clearly

2. a. Does not identify herself
   b. Gives insufficient explanation
   c. Doesn't offer a choice between waiting or being called back
   d. Has no pad on which to write
   e. Demands, "Who's calling?"
   f. Left phone without explaining why
   g. Does not repeat information for accuracy

3. a. Does not remain calm and blames someone else
   b. Volunteers no information
   c. Offers no assistance to caller

ASSIGNMENT: Using "telephone kits" available through the local telephone company, practice answering the phone promptly for six types of incoming calls. With the help of your teacher and/or classmate, rate yourself with the chart in Unit IX-2 "Telephone Etiquette."

Answer Sheet
for
UNIT IX-3

BASIC SKILLS IN MANAGEMENT

SUBJECT: Public Relations in Dietary Department

1. c. Report to head dietitian for directions.

2. c. Admit that she is responsible and accept the consequences.

3. d. Defend the dietary department when she can and remain silent when possible.

Answer Sheet
for
UNIT IX-4

BASIC SKILLS IN MANAGEMENT

SUBJECT: Diet Changes

1. By telephone or in written form
2. The nursing department on orders from the doctor
3. To insure the welfare of the patient

Answer Sheet
for
UNIT IX-5

BASIC SKILLS IN MANAGEMENT

SUBJECT: Tabulation of Diets

1. To avoid confusion and delays in serving the patients
2. Doctors, nurses, food service staff, and other hospital employees
3. The dietary department prepares a special diet list for the patient to take home.

Answer Sheet
for
UNIT IX-6

BASIC SKILLS IN MANAGEMENT

SUBJECT: Tabulation of Meal Census and Food Costs

1. A daily count of the number of meals served to patients and to non-patients

2. To figure the cost of food per person

3. a. Determine inventory value at beginning of month.
   b. Add total purchases for the month.
   c. Subtract value of food on hand at end of the month.
   d. Result is raw food cost.

4. Divide raw monthly food cost by number of persons served three meals a day during the month.

5. Cost of labor, cost of operating dietary service, cost of gas and electricity, depreciation

UNIT TESTS

Home Economics
Instructional Materials Center
Lubbock, Texas

I-1,2

UNIT I TEST

WHAT IS A DIETITIAN AIDE?

Select the letter of the phrase which correctly completes the statement. Choose only one answer for each item.

1. The main reason dining room service is often preferred in a nursing home is that
   A. it is easier for the nursing staff.
   B. it is less expensive for the nursing home.
   C. it gives the residents an opportunity to socialize.

2. Eating habits of the elderly may change because of
   A. increased nutritional requirements.
   B. increased sensitivity to taste and smell.
   C. decreased physical activity.

3. People moving into nursing homes must adjust to
   A. institutional living.
   B. more independence from others.
   C. limited contact with people.

4. A patient's food preferences should be
   A. ignored because it would be impossible to please everyone.
   B. observed because this may improve his eating habits.
   C. ignored because it is important that he eat what is good for him.

5. Food for patients in nursing homes
   A. helps to satisfy both social and nutritional needs.
   B. is important primarily from the viewpoint of meeting nutritional needs.
   C. has little to do with the patient's emotional adjustments.

6. It is least important that a dietitian be
   A. able to prepare a wide variety of foods.
   B. accurate and thorough in her work.
   C. tactful and courteous.

Home Economics
Instructional Materials Center
Lubbock, Texas

II-1,2,3,4

UNIT II TEST

DIETITIAN AIDE: A MEMBER OF THE DIETARY TEAM

Select the letter of the phrase which correctly completes the statement. Choose only one answer for each item.

1. The Fair Labor Standards Act includes provisions which
   A. protect young people from long working hours and low pay.
   B. describe the requirements hospitals must meet to participate in the Medicare program.
   C. determine the number of dietary employees which must be hired for hospitals of different sizes.

2. The minimum age for employment in a non-hazardous occupation is
   A. 14.
   B. 16.
   C. 18.

3. Split or staggered shifts enable the dietary department to
   A. hire fewer people and still serve the patients.
   B. provide dietary service for the required number of hours.
   C. reduce the cost of food service.

4. A guiding principle for the dietary department could be
   A. feeding the patient is most important; appearance and taste of food are secondary.
   B. the patient needs to eat what is good for him.
   C. the patient should receive food of high quality.

5. When Jill's employer told her they were going to use work simplification techniques, he meant that they would need to
   A. work faster to complete the job.
   B. do the simplest part of the job first.
   C. find the easiest way to do the job.

6. Which of the following is not a step in work simplification?
   A. Analyze job--observe how it is done
   B. Analyze worker's attitude
   C. Plan job avoiding unnecessary waste

7. Self-evaluation is
   A. unnecessary if conferences are held with one's employer.
   B. a means of improving work habits and attitudes.
   C. recommended primarily for beginning employees.

For questions 8 and 9, write the letter of the type of shift which fits the description.

DESCRIPTION	TYPE OF SHIFT
8. Employee works from 6:30 to 1:30 and then from 4:00 to 7:00	A. Split
9. One employee works from 6:00 a.m. to 3:00 p.m. and another employee works from 11:00 a.m. to 8:00 p.m.	B. Staggered
	C. Regular

If you were assigned the tasks in questions 10-13, which principle of motion economy could be applied while doing each of them? On your answer sheet write the letter of the principle which could be used with each task.

TASK	PRINCIPLE
10. Filling soup bowls	A. Use curved motions with natural rhythm
11. Cleaning top of the range	B. Work hands in unison
12. Breading pork chops (dipping in flour, eggs, and then crackers)	C. Promote proper motion sequence by good location of tools and materials
13. Placing chopped celery in container	D. Free hands and fingers by using devices, tools, or equipment
	E. Use gravity to do work whenever possible

For questions 14-17, write on your answer sheet:
A if the statement is a principle of motion economy
B if the statement is not a principle of motion economy

14. Provide comfortable working heights

15. Use music to cover up noise

16. Allow rest periods

17. Place equipment so levers and controls are in out-of-the-way positions to eliminate safety hazards

UNIT III TEST

DIET THERAPY

Select the letter of the phrase which correctly completes the statement for items 1-6. Choose only one answer for each item.

1. Which of the following definitions is correct?
    A. A general diet is one which includes diet supplements to improve the diet.
    B. A therapeutic diet is one which is used to cure or improve the health of a patient.
    C. An exchange list is one which divides foods into the Basic Four Food Groups.

2. Which of these diets can be followed for a limited time only because it is nutritionally inadequate?
    A. Soft diet
    B. Calorie restricted diet
    C. Liquid diet

3. Diabetic diets
    A. make use of exchange lists.
    B. are nutritionally inadequate.
    C. restrict the amount of fat in the diet.

4. A sodium restricted diet would not include
    A. candy.
    B. sausage.
    C. cabbage.

5. A diabetic diet would not include
    A. ham.
    B. black pepper.
    C. jams and jellies.

6. Which of the following foods would not be included in a bland diet?
    A. Macaroni
    B. Cream soups
    C. Broccoli

Select the letter of the diet which would probably be used for each of the conditions listed in questions 7-13.

CONDITION

7. Overweight
8. Liver and gall bladder diseases
9. Edema
10. Ulcers
11. Internal open lesions
12. A post-operative patient
13. Difficulty in swallowing

DIETS

A. Bland
B. Calorie restricted
C. Sodium restricted
D. Fat restricted
E. Liquid

Home Economics
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UNIT IV TEST - PART I

DIETARY FOOD SERVICE EQUIPMENT

Select the letter of the phrase which correctly completes the statement or answers the question. Choose only one answer for each item.

1. Which of the following is the first step for operating a meat slicer?
   A. Start motor
   B. Adjust indicator
   C. Slice food

2. When operating a meat slicer, one should
   A. remove the blade guard before starting the machine.
   B. use a metal instrument to scrape off food particles.
   C. use warm water when cleaning the slicer.

3. The speed of the mixer is controlled by the
   A. gear control.
   B. off and on switch.
   C. wall socket.

4. At what speed should the electric mixer be set for beating egg whites or whipping cream?
   A. 1 (low)
   B. 2 (intermediate)
   C. 3 (high)

5. When changing the speed of a gear-driven electric mixer,
   A. the clutch lever should be put into neutral before changing speeds.
   B. the machine should be turned off before changing speeds.
   C. simply move the gear to the desired speed.

6. For best results, the mixer bowl should be filled
   A. 1/4 to 1/2 full.
   B. 1/2 to 2/3 full.
   C. 2/3 to 3/4 full.

7. As a safety precaution during the mixing process, what should be done before using a spatula to scrape the sides of the mixer bowl?
   A. Reduce the speed of the mixer and lower the bowl.
   B. Lower the bowl and tip the bowl forward.
   C. Stop the mixer and lower the bowl.

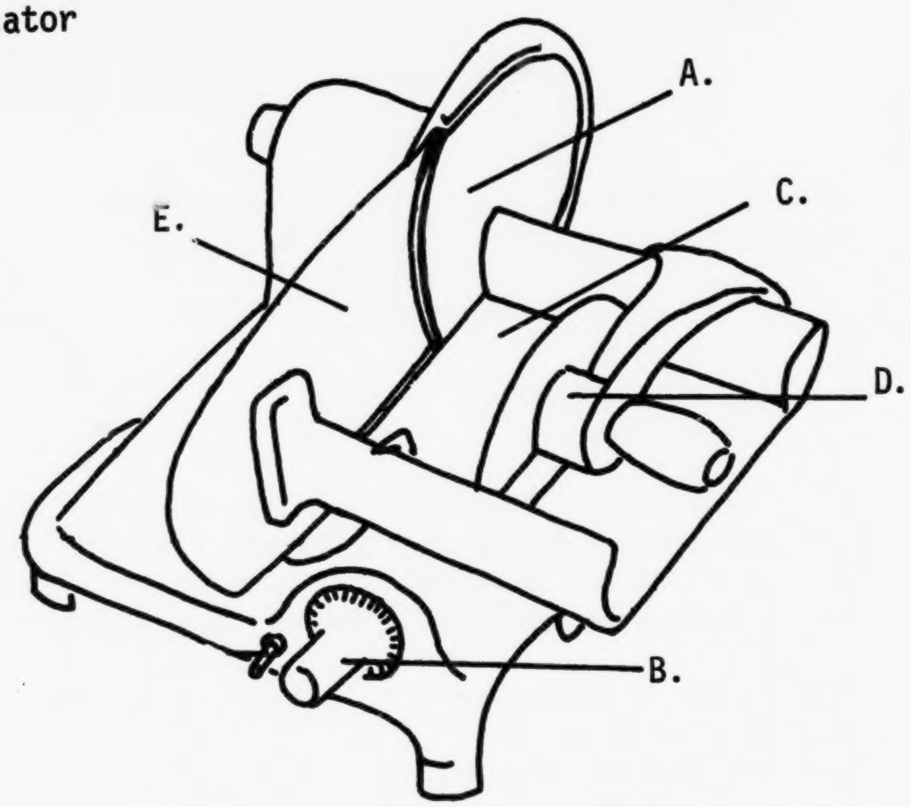
8. What temperature should the water be for rinsing egg mixtures or flour batters from the beaters?
   A. Lukewarm
   B. Cold
   C. Hot

On your answer sheet write the letter from the illustration which corresponds to the name of the part for questions 9-12.

PARTS

9. Blade or slicer knife
10. Blade control indicator
11. Gauge plate
12. Food holder

MEAT SLICER



For questions 13-16, read each purpose in the column on the left, and then select the part of the meat slicer which fits this purpose. Write this letter on your answer sheet.

PURPOSE

13. Tells number of slices per pound
14. Pushes food against knife
15. Holds food while it is sliced
16. Regulates the thickness of food slices

PARTS OF MEAT SLICER

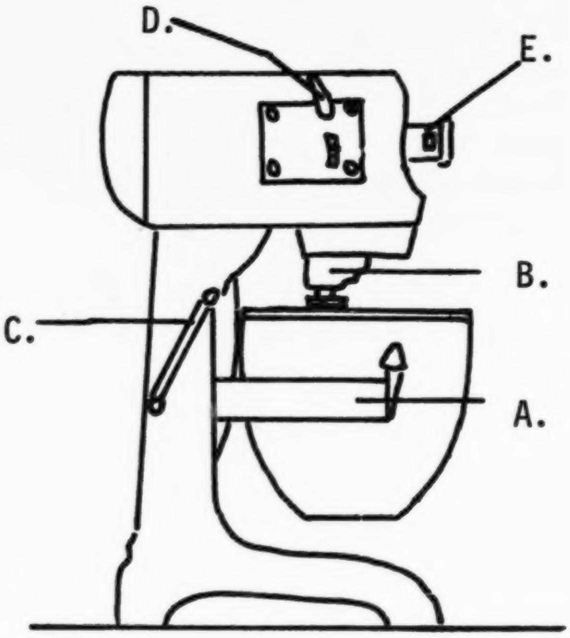
A. Gauge plate
B. Food holder
C. Food carriage
D. Receiving tray
E. Blade control indicator

For questions 17-21, select the letter on the illustration of the food mixer which corresponds to the name of the part.

PARTS

17. Bowl support
18. Bowl raising wheel or lever
19. Gear or speed control
20. Beater Shaft

FOOD MIXER

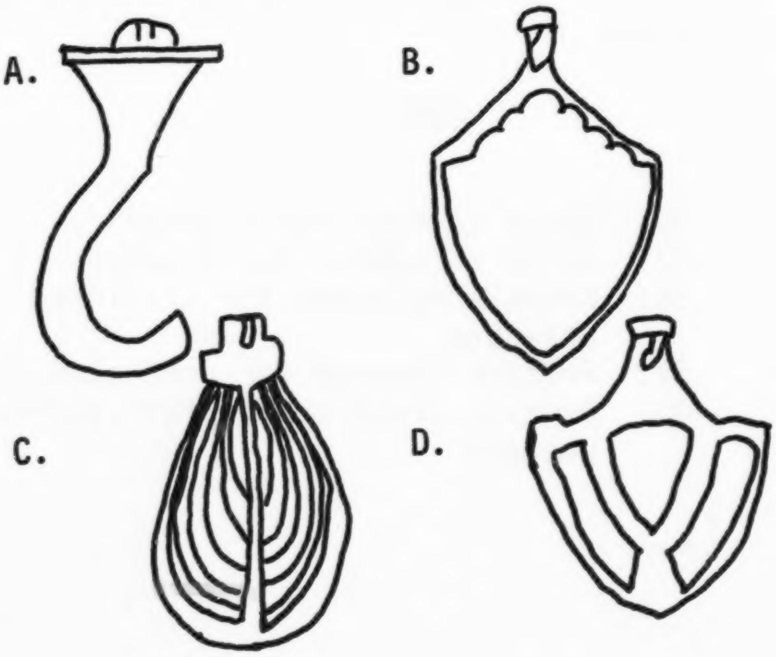


Four general types of mixing are done with the electric food mixer. For questions 22-25, select the letter of the beater which is used for each type of mixing.

TYPES OF MIXING

22. Incorporates air into product
23. Does general mixing
24. Mixes heavy doughs
25. Combines flour and shortening

BEATERS



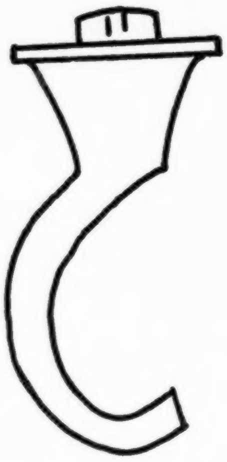
During the week, Mary has used the mixer for each of the following foods. On your answer sheet write the letter of the beater she should have used for mixing each food listed in questions 26-35.

FOODS

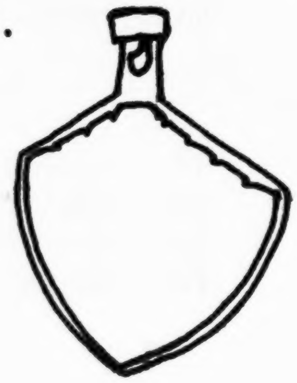
26. Chocolate cake
27. Meringue
28. Yeast rolls
29. Pie crust
30. Blueberry muffins
31. Mashed potatoes
32. Biscuits
33. Meat loaf
34. Dream Whip
35. Cinnamon rolls

BEATERS

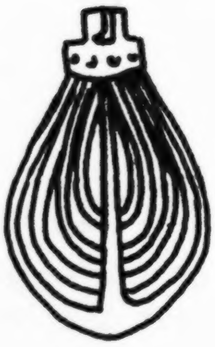
A.



B.



C.



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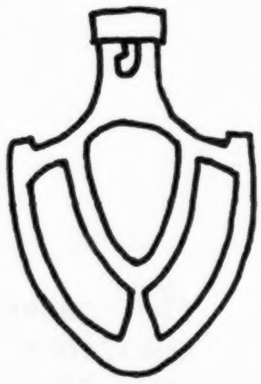


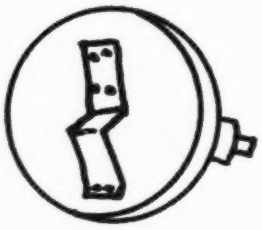
The three plates used with the vegetable hopper are shown below. Which plate should Mary use for each of the jobs she was assigned in questions 36-40? Write the letter of the plate which should be used on your answer sheet.

JOBS

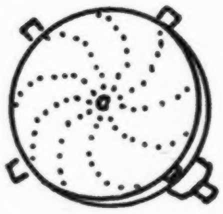
36. Grate carrots for a salad
37. Slice cucumbers for a salad
38. Prepare potatoes for scalloped potatoes
39. Prepare cabbage for cole slaw
40. Prepare bread crumbs for stuffed peppers

PLATES

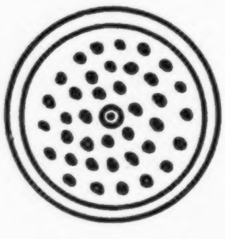
A.



B.



C.



UNIT IV TEST - PART II

DIETARY FOOD SERVICE EQUIPMENT

Select the letter of the phrase which correctly completes the statement or answers the question. Choose only one answer for each item.

1. Food should be added to the food chopper
   A. all at once until the bowl is 1/2 full.
   B. in two additions until the bowl is 3/4 full.
   C. gradually until the bowl is 2/3 full.

2. To insure cutting food into uniform pieces in a food chopper,
   A. pre-cut food into pieces of the same size.
   B. scrape food down from the outer edge toward bottom of bowl.
   C. remove center portion of food as soon as it is chopped.

3. Food should be guided into the cutters of a food chopper with
   A. a spoon in the opposite direction the bowl is turning.
   B. a pusher in the same direction the bowl is turning.
   C. your hands in either direction.

4. Food should be removed from the chopper
   A. immediately after the "stop" button is pushed.
   B. two or three minutes after pushing the "stop" button.
   C. after pushing the "stop" button and removing the blades.

5. Which of the following is not true when cleaning a toaster?
   A. The cleaning compound or water should not touch the electrical element.
   B. The toaster should be disconnected before cleaning it.
   C. The outside of toasters should be wiped off with an oil-treated cloth.

6. A conveyor toaster should be
   A. plugged in when not in use.
   B. loaded without fingers touching the elements.
   C. cleaned once a week.

7. To insure maximum use of the refrigerator, containers should be stored
   A. as close together as possible.
   B. close to the cooling coils.
   C. so air can circulate around them.

8. The refrigerator should be defrosted when the frost is
   A. 1/8 inch thick on the coils.
   B. 1/4 inch thick on the coils.
   C. 1/2 inch thick on the coils.

9. The cold food server should be cleaned
   A. daily.
   B. twice a week.
   C. weekly.

10. The cold food server is used to
   A. chill foods as they are prepared.
   B. keep cold foods chilled during serving.
   C. store left-over food.

11. Water in the steam table tank should be kept at a temperature which will hold the food at a minimum of
   A. 120 degrees Fahrenheit.
   B. 140 degrees Fahrenheit.
   C. 160 degrees Fahrenheit.

12. In order to prevent bacterial growth, the steam table should be cleaned
   A. immediately after service is completed.
   B. at the end of the day.
   C. twice a week.

13. Which of the following statements is not true about a steam table?
   A. The steam table helps prevent growth of bacteria.
   B. Food becomes over-cooked when the water reaches a high temperature in the steam table.
   C. Containers are not covered when placed in the steam table.

14. The part of a dipper which measures the food is called the
   A. bowl.
   B. vane.
   C. lever.

15. Which of the following is not true in regard to cleaning a dipper?
   A. Wash dipper in warm detergent water.
   B. Rinse dipper in water with an added disinfectant.
   C. Dry dipper with a towel.

16. What is the relationship between the number of servings and the number of the dipper size?
   A. The number of the dipper size equals the number of servings per quart.
   B. The number of the dipper size equals the number of servings per pint.
   C. The number of the dipper size equals the number of ounces per serving.

17. If you wanted twelve servings per quart, what size dipper would you use?
   A. #6
   B. #12
   C. #24

18. The bag or cloth filters used in coffee urns should
    A. be rinsed in a strong bleach after using.
    B. be stored in a container of fresh cold water.
    C. be replaced when they become stained.

19. Vacuum coffee pots should be cleaned
    A. twice a week by soaking all parts in a cleansing agent.
    B. after each use with an abrasive cleaner and a brush.
    C. once a week with bleach and hot water.

20. Boiling water should be poured over the grounds in a coffee urn with a
    A. quick, up and down motion.
    B. slow, back and forth motion.
    C. steady, circular motion.

21. What temperature water should be used to fill both coffee urns and vacuum coffee makers?
    A. Cold
    B. Lukewarm
    C. Hot

22. Coffee should be held at a temperature of
    A. 140 degrees Fahrenheit.
    B. 165 degrees Fahrenheit.
    C. 185 degrees Fahrenheit.

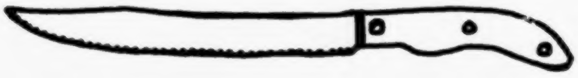
23. When making coffee with a vacuum coffee maker,
    A. the water in the lover bowl should be boiling when the top is placed into the lower bowl.
    B. the filter should be removed when the water has been in contact with the coffee for the correct length of time.
    C. the upper bowl should be left in place after the coffee has returned to the lower bowl.

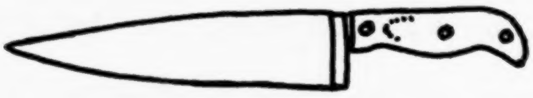
On your answer sheet write the letter of the piece of equipment that should be used for each of the tasks listed in questions 24-29.

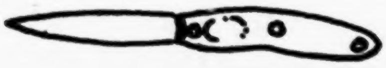
TASK

24. Slicing a pound cake
25. Coring lettuce
26. Slicing ham
27. Paring apples
28. Chopping celery
29. Cutting sandwiches

EQUIPMENT

A.


B.


C.


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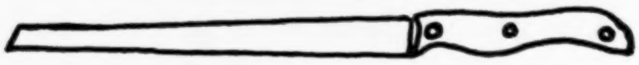
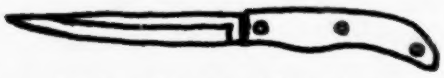


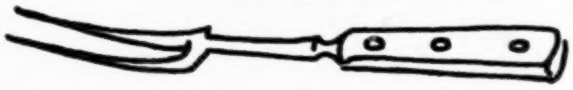
E.


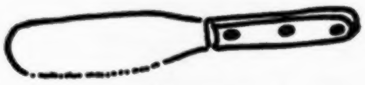
If you were assigned the following tasks, what piece of equipment would you use? On your answer sheet write the letter of the piece of equipment to be used.

TASK

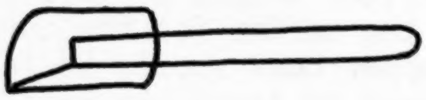
30. Scraping mixing bowls
31. Stirring white sauce
32. Leveling measurements
33. Turning a roast
34. Spreading ham salad sandwiches

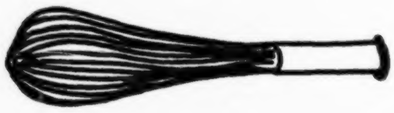
EQUIPMENT

A.


B.


C.

D.


E.


UNIT V TEST

TECHNIQUES OF FOOD PREPARATION

Select the letter of the phrase which correctly completes the statement or answers the question. Choose only one answer for each item.

1. Which of the following is not a reason for portioning foods?
   A. Provides for production of right amount of food
   B. Provides uniform servings
   C. Provides leftovers which can be served to incoming patients

2. Which of the substitutions listed below is correct?
   A. 1 whole egg = 3 egg yolks
   B. 1 c. sour milk = 1 c. fresh milk plus 1 T. vinegar or lemon juice
   C. 1 sq. chocolate = 3 T. cocoa

3. Which of the following is incorrect?
   A. 3 t. = 1 T.
   B. 32 T. = 1 pt.
   C. f.g. = 1/8 t.

4. Betty was assigned to triple a recipe. She used the largest equivalent measures for the ingredients. What mistake did she make?
   A. She used 1-1/4 lbs. of sugar--recipe called for 8 oz.
   B. She used 1 T. and 1-1/2 t. of baking powder--recipe called for 1-1/2 t.
   C. She used 1 pt. of liquid--recipe called for 2/3 c.

5. Standard recipes are recommended for use in food service primarily because they
   A. insure that the product will be the same each time.
   B. reduce costs of the product.
   C. require less time to prepare.

6. When arranging salads, a point to remember is
   A. drain fruits or other ingredients in liquid.
   B. serve ingredients whole or in large pieces.
   C. arrange lettuce leaves so they extend to the edge of the plate.

7. In salad preparation, an important first step is
   A. selecting the container for serving the salad.
   B. choosing the best dressing for the salad.
   C. cleaning the ingredients thoroughly.

8. Which of these add color, flavor, and texture to the salad?
   A. Dressing
   B. Garnish
   C. Body

9. Simple desserts are included in patient tray service because they are
   A. easily prepared.
   B. easily digested.
   C. low in calories.

10. Milkshakes are often served to hospital patients
   A. as a treat.
   B. as a stimulant.
   C. as an additional nourishment.

11. Ice should not be added to milkshakes because it will
   A. make the milkshake too cold for the patient.
   B. dilute the ingredients.
   C. cause the milkshake to freeze.

12. Which of the following will not prevent discoloration of apples and bananas during salad preparation?
   A. Dip pieces in salad dressing.
   B. Dip pieces in lemon juice.
   C. Dip pieces in apple juice.

13. Dietary equipment should be stored
   A. near the piece of equipment with which it is used.
   B. where it is easily accessible, yet out of the way and protected from contamination.
   C. both A and B.

Barbara, the dietitian aide, was responsible for the use and care of the equipment listed in the right-hand column. Help her select a place to store the supplies and utensils for maximum efficiency.

Select the letter of the equipment near which the supplies or utensils listed in questions 14-20 should be stored.

SUPPLIES AND UTENSILS

14. Potatoes
15. Bowl guard
16. Detergents
17. Staple products
18. Bread baskets
19. Mixing bowls
20. Measuring cups

EQUIPMENT

A. Food Mixer
B. Food Chopper
C. Toasters
D. Vegetable Peeler
E. Dishwashing Machine

On your answer sheet write the letter of the method of pre-portioning which could be used with each of the foods listed in questions 21-24.

FOOD	METHOD OF PRE-PORTIONING
21. Chocolate cake	A. Standard size pan
22. Baked custard	B. Standard scoop, dipper
23. Mashed potatoes	C. Individual baking dish
24. Cheese	D. Individual carton
	E. Standard slicer

On your answer sheet write the letter of the definition for each term in questions 25-28.

TERM	DEFINITION
25. Dice	A. To pulverize
26. Mince	B. To cut into match-stick strips
27. Julienne	C. To form tiny flakes
28. Grate	D. To cut into cubes
	E. To cut into very small pieces

On your answer sheet write the letter of the definition for each term in questions 29-32.

TERM	DEFINITION
29. Scald	A. To cook with steam
30. Simmer	B. To dip in boiling water for a
31. Blanch	C. To boil until partially cooked
32. Steam	D. To heat to a temperature of about 185 degrees Fahrenheit - bubbles break below the surface
	E. To heat to a temperature just below boiling

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UNIT VI TEST

FUNDAMENTALS OF FOOD SERVICE PROCEDURES

Select the letter of the phrase which correctly completes the statement or answers the question. Choose only one answer for each item.

1. What is the most important reason tray line assembly in hospitals must be carefully planned?
   A. So the trays can be filled in a minimum amount of time.
   B. So a minimum number of employees will be required.
   C. So employees can perform the task they like best while assembling the trays.

2. When a patient cannot eat at the regular time and trays are returned, the food should be
   A. discarded.
   B. stored under proper conditions.
   C. served to another patient.

3. Foods which are to be served hot should be
   A. heated to boiling just before serving.
   B. served on pre-heated plates and/or dishes.
   C. served uncovered so they will not steam and become soggy.

4. Which of the following are not duties of personnel working on the tray line assembly?
   A. Decide which foods to serve for the various diets.
   B. Set up the serving line.
   C. Place food on the trays.

5. Information which is not included on the patient's tray card is
   A. patient's name.
   B. type of diet.
   C. illness (reason for being in the hospital).

6. Which of the following is not true of family style food service in nursing homes?
   A. It is economical because the patient serves himself.
   B. The patient has a variety of foods from which to choose.
   C. Overweight patients may overeat.

For questions 7-12, write the letter on your answer sheet of the type of food service which is described by each characteristic. For example, if number 7 is true of centralized food service, letter A would be written. If, instead, number 7 describes decentralized service, letter B would be written.

CHARACTERISTIC

7. Food is loaded into bulk trucks and taken to a floor kitchen
8. All trays are prepared in main kitchen
9. Trays are prepared in the floor kitchen
10. Double-handling of food is eliminated
11. Food is more likly to be served at proper temperature

TYPE OF FOOD SERVICE

A. Centralized
B. Decentralized

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UNIT VII TEST

SAFETY PRECAUTIONS

For item 1, write the letter of the statement which correctly answers the question.

1. Which of the following statements about safety is true?
   A. All accidents could be eliminated.
   B. Accidents due to unsafe conditions could be eliminated.
   C. Accidents due to unsafe acts could be eliminated.

Would each of the types of accidents listed in items 2-7 be caused by unsafe acts or unsafe conditions?

Write A if accident is a result of unsafe acts.
Write B if accident is a result of unsafe conditions.

2. Mary received a shock when she touched an electrical cord with wet hands.

3. Betty cut her hand on a paring knife in the dishwater in the sink.

4. The rung of a stepladder broke when Joe was reaching for some canned food.

5. Jill slipped and fell on some spilled food.

6. Sally was burned when she hit the handle of a pan turned toward the outside of the range.

7. Kay was burned when the steam escaped from a leak in the steam table.

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VIII-1,2,3

UNIT VIII TEST

SANITATION

Select the letter of the phrase which correctly completes the statement or answers the question. Choose only one answer for each item.

1. The major aim of sanitation in dietary food service is to
   A. keep the kitchen area neat and orderly.
   B. protect food from contamination.
   C. encourage patients to eat at regular serving hours.

2. A general rule to remember when storing perishable foods is to keep foods
   A. at temperatures that will prevent spoilage.
   B. at room temperature.
   C. in original containers.

3. One form of food contamination may come from
   A. food containers having been washed in water temperature of 140 degrees Fahrenheit.
   B. serving left-over custard which has been in a warm room for several hours.
   C. storing food in airtight containers.

4. Louise, the dietitian aide, arrived at work 10 minutes late. She went immediately to the restroom and put on her hair net. She then gathered the supplies to make toast and began putting the bread slices on the conveyor toaster. From the information given, what sanitation rule did Louise fail to follow?
   A. Arrive at work on time
   B. Avoid putting fingers in hair, on face, or nose
   C. Wash hands before handling food

5. Susan was asked by her supervisor to take the day off and see her doctor. She felt this was unfair because she only had a cough and draining nose. What was the supervisor's major concern?
   A. Susan's coughing and nose drainage might spread germs to the patients' food.
   B. Susan would not be able to work efficiently because she would spend too much time leaving the kitchen to cough or wipe her nose.
   C. Susan's coughing and nose drainage might distract the other workers from their duties.

6. Food poisoning is a general term used to describe
   A. diseases caused by foods.
   B. any food that has been exposed to moisture and warm temperature for several hours.
   C. any illness caused by taking contaminated food or drink into the body.

7. The three major "food germ criminals" are
   A. salmonella, bacteria and ptomaine.
   B. botulism, salmonella and staphylococcus.
   C. bacteria, botulism and staphylococcus.

8. The botulism germ itself does not cause food poisoning. Which of the following support this statement?
   A. Foods that may contain the botulism germ are cooked; therefore, the spore is killed.
   B. The poison that the botulism germ produces is fatal to man.
   C. Both A and B support the statement.

9. What harmful germ is usually found in meat, eggs, poultry, milk, and milk products?

   A. Staphylococcus
   B. Ptomaine
   C. Salmonella

10. The temperature range during which bacteria grow most rapidly is
    A. 20-40 degrees Fahrenheit.
    B. 40-140 degrees Fahrenheit.
    C. 140-180 degrees Fahrenheit.

11. Which of the following foods becomes easily contaminated in a short period of time?
    A. Foods high in fat content
    B. Foods high in sugar content
    C. Foods high in protein content

12. One of the main divisions of the U.S. Department of Health, Education and Welfare which sets up model sanitation codes is the
    A. Food and Drug Administration.
    B. Department of Agriculture.
    C. Texas Department of Health.

13. Brenda wanted to find out what laws and sanitation ordinances protected the food in the hospital where she worked. Her home economics teacher told her to write to the
    A. Public Health Service.
    B. State Department of Health.
    C. City Health Department.

14. Foods should not be stored at room temperature longer than
    A. two hours.
    B. three hours.
    C. four hours.

15. Low temperatures
    A. kill bacteria.
    B. retard or slow bacterial growth.
    C. do not affect bacteria.

16. Foods to be refrigerated should be placed in
    A. shallow pans.
    B. deep pans.
    C. large round containers.

17. When using a dishwashing machine,
    A. it is unnecessary to scrape dishes before putting them through the machine.
    B. utensils (knives, forks, and spoons) should not be piled in layers in the machine baskets.
    C. the rinse water should be held between 150 degrees and 170 degrees Fahrenheit.

18. Dish towels should not be used for drying dishes because this practice
    A. increases costs.
    B. takes longer.
    C. is unsanitary.

Which of the practices in items 19-26 might lead to food contamination or poisoning?

Write A on your answer sheet if the practice safe.
Write B if the practice is to be avoided.

19. Susan reported to work even though she had a deep cough, since the number of employees at her training station was limited.

20. Sarah used her hands to put the rolls on the serving tray.

21. Betty held the glasses near the bottom as she filled them.

22. Jill had just had her hair shampooed and set, so did not wear her cap that afternoon.

23. After using a spoon for tasting the pie filling, Thelma put the spoon in the sink.

24. Kay made the chicken salad and stored it in the refrigerator until just before serving time.

25. Sally served some left-over custard which had been stored in a warm place for several hours.

26. After Sam cut his finger, he washed his hands with soap and water and went back to work.

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IX-1,2,3,
4,5,6

UNIT IX TEST

BASIC SKILLS IN MANAGEMENT

For items 1 and 2, select the letter of the phrase which correctly completes the statement or answers the question. Choose only one answer for each item.

1. Which of the following is not an advantage of keeping a daily purchase record?
   A. Helps the supervisor keep up with food cost trends
   B. Eliminates the necessity of taking inventories
   C. Helps the supervisor locate sources of trouble in food purchasing

2. The major purpose of the meal census is to
   A. avoid delays and patient inconvenience.
   B. insure the welfare of the patient.
   C. aid in figuring the cost of food per person.

Write the letter on your answer sheet of the type of indexing that would be used to file each of the papers listed in questions 3-5.

PAPERS

3. Mr. Adams--Diet Selection Sheet
4. Soduim-restricted Diets
5. Del Monte

TYPES OF INDEXING

A. Alphabetical
B. Subject
C. Geographic
D. Numeric

Write the letter on your answer sheet of the procedure which applies to each of the rules of telephone ettiquette in questions 6-9.

RULES

6. Identify yourself
7. Take messages accurately
8. Handle complaints tactfully
9. Take calls for others courteously

PROCEDURE

A. Remain calm and friendly
   Avoid blaming others for mistakes that are made
B. Be ready to talk as soon as you lift the receiver
C. Offer caller a choice between waiting or having call returned
D. Give the name of your station and your name
E. Repeat information given by the caller to be sure it is correct

ANSWER KEYS
FOR
UNIT TESTS

Answer Key
for
UNIT I TEST

WHAT IS A DIETITIAN AIDE?

1. C
2. C
3. A
4. B
5. A
6. A

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II-1,2,3,4

Answer Key
for
UNIT II TEST

DIETITIAN AIDE: A MEMBER OF THE DIETARY TEAM

1. A
2. B
3. B
4. C
5. C
6. B
7. B
8. A
9. B
10. B
11. A
12. C
13. E
14. A
15. B
16. A
17. B

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III-1,2

Answer Key
for
UNIT III TEST

DIET THERAPY

1. B
2. C
3. A
4. B
5. C
6. C
7. B
8. D
9. C
10. A
11. A
12. E
13. E

Answer Key
for
UNIT IV TEST - PART I

DIETARY FOOD SERVICE EQUIPMENT

1. B
2. C
3. A
4. C
5. A
6. B
7. C
8. B
9. A
10. B
11. E
12. D
13. E
14. B
15. C
16. A
17. A
18. C
19. D
20. B
21. E
22. C
23. D
24. A
25. B
26. D
27. C
28. A
29. B
30. D
31. D
32. B
33. D
34. C
35. A
36. B
37. A
38. A
39. C
40. B

Answer Key
for
UNIT IV TEST - PART II

DIETARY FOOD SERVICE EQUIPMENT

1. C
2. B
3. A
4. B
5. C
6. B
7. C
8. B
9. A
10. B
11. B
12. A
13. C
14. A
15. C
16. A
17. B
18. B
19. A
20. C
21. A
22. C
23. A
24. A
25. E
26. D
27. C
28. B
29. D
30. D
31. E
32. C
33. A
34. B

Answer Key
for
UNIT V TEST

TECHNIQUES OF FOOD PREPARATION

1. C
2. B
3. C
4. A
5. A
6. A
7. C
8. B
9. B
10. C
11. B
12. C
13. C
14. D
15. B
16. E
17. A
18. C
19. A
20. A
21. A
22. C
23. B
24. E
25. D
26. E
27. B
28. C
29. E
30. D
31. B
32. A

Answer Key
for
UNIT VI TEST

FUNDAMENTALS OF FOOD SERVICE PROCEDURES

1. A
2. B
3. B
4. A
5. C
6. B
7. B
8. A
9. B
10. A
11. A

Answer Key
for
UNIT VII TEST

SAFETY PRECAUTIONS

1. B
2. A
3. A
4. B
5. B
6. A
7. B

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VIII-1,2,3

Answer Key
for
UNIT VIII TEST

SANITATION

1. B
2. A
3. B
4. C
5. A
6. C
7. B
8. B
9. C
10. B
11. C
12. A
13. C
14. C
15. B
16. A
17. B
18. C
19. B
20. B
21. A
22. B
23. A
24. A
25. B
26. B

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IX-1,2,3
4,5,6

Answer Key
for
UNIT IX TEST

BASIC SKILLS IN MANAGEMENT

1. B
2. C
3. A
4. B
5. A
6. D
7. E
8. A
9. C

REFERENCES REQUIRED
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REFERENCES REQUIRED FOR USE WITH INSTRUCTIONAL MATERIALS

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